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ABSTRACT

This manual, one of four related documents, is the second stage in a sex fairness program implemented in the Tredyffrin/Easttown School District (Pennsylvania). It is designed to help a school district plan an inservice program on sex-fair education for teachers, administrators, and parents. The first section describes the two steps in the inservice process, namely, developing an overall structure and schedule for the inservice program and planning individual inservice meetings. It gives specific directions for designing the program structure, preparing and leading meetings, and evaluating individual sessions as well as the total program. The remaining two sections describe activities and resources for planning inservice meetings. Twenty sample activities are grouped under the following categories: understanding sexism, becoming sex-fair, dealing with sexist materials, making sex-fair assignments, and involving parents. Each activity offers a description of its intended audience, objectives, time required, procedures for use, and alternate uses. A final section of resources offers both selected readings and an annotated bibliography on the subject of sex-fair education. (Author/LD)

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THE TREDYFFRIN/EASTTOWN PROGRAM

A Comprehensive Model for Public School Districts

stage two manual:

planning the in-service program

Developed by: *Marylyn E. Calabrese, Project Director*

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Tredyffrin/Easttown School District

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EA 012 644

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HISTORY

The Sex Fairness Program at Tredyffrin/Easttown (T/E) began modestly in April 1974, with a small committee appointed by Dr. George F. Garwood, School Superintendent. The committee's job: to look over the education program from top to bottom, to see what the district needed to do to offer equal education to children of both sexes.

By June 1977, the committee was putting the finishing touches on a federally funded program that school districts across the nation might use as a blueprint for making their programs sex fair.

What happened in between?

How did T/E grow from a few people -- the Sexism Study Committee, chaired by English teacher Marylyn Calabrese -- settling down to talk about sexism, to administrators, teachers, and parents throughout the district becoming involved and supportive of the T/E Sex Fairness Program?

The first year, 1974-75. "Let's be specific," the committee decided from the beginning. So they met through the year to analyze what was happening at T/E and to look over sex fairness resources available from around the country.

Then they spelled out -- in 90 specific guidelines -- just what had to be done to remove bias (1) from the curriculum; (2) from extra curricular activities; (3) from guidance materials and practices; and (4) from the personnel policies.

Soon they saw that administrators would need some easy-to-use materials to get the job done in each of the four areas. So, in a summer workshop, the committee came up with a handy packet of in-service activities to explain what sexism is and how it limits students, and to show how the guidelines could help eliminate sexism in the T/E district.

The second year, 1975-76. With in-service activities in hand, the committee and other school district administrators took the program to teachers throughout the district. The response was encouraging; many teachers and other staff members were asking how they could work around biased texts in current use. "We need sex fair activities and units to supplement these," was the request from teachers at all grade levels.

Others pointed out that for sex fairness to become a reality, parents too, must understand and support it.

At the same time, the committee began to get requests for information on sex fairness programs from many school districts in Pennsylvania.

The committee considered the possibilities: "Our experiences and future plans could be helpful to other districts in becoming sex fair," they reasoned. They decided to write a proposal for a grant to record their efforts in such a way that almost any district could follow the same process they used.

So they applied to the Department of Health, Education and Welfare for funds under the Women's Educational Equity Act of 1974. In the proposal, the committee suggested that any district trying to eliminate sexism would probably go through the stages T/E was going through. In the first stage, they'd identify what had to be done; in the second, they'd plan and carry out a complete in-service program; in the third, they'd revise the curriculum, K-12.

The committee also proposed that it would be important to validate the model by trying it out in other school districts before offering it to any school districts nationally.

The third year, 1976-77. An exciting, challenging year started with the news that T/E had been awarded a two-year grant to develop a model sex fairness program. Newspapers picked up the story of T/E's leadership, and more districts called for assistance. It was also a rewarding year of involvement throughout the district:

- Fifty teachers and guidance counselors from all subjects and grades got together to figure out how to make a total curriculum sex fair. In small groups, they revised their own subject areas and created specific units, assignments, and suggestions for countering sexism in the major subject areas. They tried out everything in their own classrooms.
- Parents from T/E's eleven schools identified what parents should know about sex fairness and how it was best to get the message across. Support for the program was based on open communication.
- Administrators met to spell out the particulars of an administrator's role in a comprehensive sex fairness program.

Meanwhile, the original Sex Fairness Committee improved the materials they had created earlier and, with the assistance of outside consultants, prepared the finished program for printing and testing. Also, a group of teachers and administrators looked over all materials to see that everything was free of racial bias as well.

The fourth year, 1977-78. The project staff identified districts in Pennsylvania to try out and validate T/E's model. Interested in complying with state and federal laws banning sex discrimination, many districts were pleased to find methods and materials they could adapt so easily to their own needs for sex fairness. More than that, they found the program spoke their language since it had been developed by their counterparts in another school district.

The T/E district is happy to share with your district its model for providing equal educational opportunities to all students, regardless of sex. It's not a magical formula; its success will rest on commitment, time and effort from you. But the investment you make now in sex fair education will pay handsome dividends in the futures of countless students who will pass through your hallways and classrooms in the coming years.

PROGRAM ORGANIZATION

Becoming Sex Fair is organized into three stages. Each stage will help you design and carry out one part of a sex fairness program matched to your school district's needs. A separate Coordinator's Manual provides an overview of the program, as well as additional information and guidance for the person responsible for organizing and implementing the district-wide sex fairness program.

Stage One: Preparing for Change helps you to identify your district's needs and to establish sex fairness guidelines in all educational areas. Suggestions are given for implementing these guidelines, while a supplementary section prepares administrators for carrying out their responsibilities.

Stage Two: Planning the In-Service Program explains how to develop a comprehensive in-service program for administrators, teachers, and parents. In addition, you'll find step-by-step directions for preparing and leading individual meetings. The manual contains many activities and resources to use at in-service meetings or in the classroom. To find other valuable sources, you can refer to the annotated bibliography.

Stage Three: Revising the Curriculum is in two parts. The first part describes the characteristics of a sex fair curriculum and explains how to conduct a workshop in which teachers and other members of the professional staff begin the task of reviewing and revising the curriculum for their areas. In the second part you'll find sample materials which offer ideas for making a curriculum sex fair in many subject areas and at all grade levels.

INTRODUCTION

Should a child's gender make a difference in the way that child is educated? Sound educational philosophy, as well as recent laws, tells us that every child, regardless of sex, is entitled to equal educational opportunitites.

A sex fair education begins with a staff of educators who understand what sexism is and how sex stereotypes can limit the aspirations of children. How do you begin to communicate to other staff members the essentials of your district's plans for becoming sex fair?

This manual, Planning the In-Service Program, the second in a series of three produced for the Tredyffrin/Easttown Sex Fairness Program, is designed to help committee members of the district's Sex Fairness Coordinating Committee plan an in-service program on sex fair education for teachers, administrators and parents.

The first section of this manual, "The In-Service Program," describes the two steps of the in-service process: developing an overall structure and schedule for the in-service program; and planning individual in-service meetings. It gives specific directions for designing the program structure, preparing and leading meetings, and evaluating individual sessions, as well as the total program. With this model, each school district can tailor an in-service program to meet its requirements.

In the remaining two sections of the manual are activities and resources for planning in-service meetings. Twenty sample activities are grouped into the following categories:

- Understanding Sexism
- Becoming Sex Fair
- Dealing with Sexist Materials
- Making Sex Fair Assignments
- Involving Parents

For each activity, you'll find a description of its intended audience, objectives, time required, procedures for use, and alternate uses. This makes it easy for meeting leaders to select appropriate materials. Most activities can be used first for in-service, then later in the classroom.

In the section on resources, both the selected readings and the annotated bibliography provide additional information for advancing sex fair education. Here you will find the kinds of facts needed for helping others understand the necessity for sex fair education.

Who should read this manual? The Program Coordinator of your Sex Fairness Committee should be familiar with all parts of Stage Two. In turn, the coordinator may assign all or part of this manual to each committee member to review, depending upon the role that member will have in planning and executing the in-service program. Not every committee member will need to study every section.

This manual is meant to be a guide for designing a program of in-service meetings matched to the needs of your district. For convenience and flexibility, the manual is looseleaf. Feel free to duplicate any of these materials for your sex fairness program. You will also find it easy to add pages whenever you wish.

TABLE OF CONTENTS

STAGE TWO: PLANNING THE IN-SERVICE PROGRAM

Acknowledgments v

History vii

Program Organization ix

Introduction x

The In-Service Program 1

- Notes on an Ideal In-Service Meeting 3
- Preparing the Groundwork 6
- Identifying People Responsible for In-Service 6
- Communicating about In-Service 10
- Assessing District In-Service Needs 11
- Developing the In-Service Program Structure and Schedule 12
- Preparing an In-Service Meeting 20
- Leading an In-Service Meeting 21
- Dealing with Audience Responses 22
- Evaluating In-Service Meetings and Programs 24

The In-Service Meeting Activities 27

- Understanding Sexism 31
  - Activity 1 - A Definition of Sexism 33
  - Activity 2 - Answers to the Questions Most Asked about a Sex Fairness Program 37
  - Activity 3 - The Myth and the Reality 41
  - Activity 4 - Sexism and the Future: Data Survey 47
  - Activity 5 - Women and Work: Explorations in Career Awareness 55
- Becoming Sex Fair 65
  - Activity 6 - Self-Evaluation Checklists 67
  - Activity 7 - Identifying Sexism in Schools 69
- Dealing with Sexist Materials 73
  - Activity 8 - Guidelines for Equal Treatment of the Sexes 75
  - Activity 9 - Suggestions for Working with Sexist Materials 77

Making Sex Fair Assignments 83
Activity 10 - Thinking about Girls and Boys 85
Activity 11 - Examining Sex Roles: Assignments for Elementary Students 89
Activity 12 - When I Am Eighty 93
Activity 13 - Androgyny Test 99
Activity 14 - What's Your Sexism Quotient? 103
Activity 15 - Examining Sex Roles: Assignments for Secondary Students 107
Activity 16, I - What's Your S.Q.? A Variation 111
Activity 16, II - What Do you Value? 113

Involving Parents 115
Activity 17 - Talking to Parents about Sex Fair Education 117
Activity 18 - Collage of Stereotyped Roles 119
Activity 19 - Sex Fair Teaching Materials 121
Activity 20 - Parent Presentation: Toward Sex Fairness 123

Resources 129
Knowing the Facts: Readings 131

Reading 1 - Legal Information 133
Reading 2 - Building Positive Futures: Toward a Non-Sexist Education for All Children 137
Reading 3 - Countering Sexism in the Classroom 145
Reading 4 - Living Down to Expectations: The High School Years 151

Selected References 159
A Bibliography 161
Legal Regulations and Title IX 161
Handbooks for Action 162
In-Service Materials 162
Film Resources 163
General Readings on Sex Fair Education 164
Organizations, Projects and Centers for Further Information 165

THE IN-SERVICE PROGRAM

NOTES ON AN IDEAL IN-SERVICE MEETING

Dear Reader:

I used to think that somewhere there existed an ideal in-service meeting for helping teachers and administrators become sex fair ...

a film that would knock them dead,

a speaker who would leave them laughing ... and thinking,

an article that would sum it all up in two pages.

I thought all I had to do was locate the film, find the speaker, and duplicate the article and I would open eyes.

But after leading countless in-service meetings, I discovered that content is only one of the important parts of a meeting. What could be more essential than the content? Several things, among them:

Commitment. If the school district is not fully committed to sex fairness, a single in-service meeting won't do much to change old habits and ways of thinking. Commitment starts at the top, with a school board, superintendent, central administration and principals who look seriously at district needs, then assign the time, money and people necessary for meeting those needs. Through their example, others in the district will see sex fairness as an important part of professional responsibilities.

Planning. An in-service meeting can't stand alone. It's got to fit into a master plan for eliminating sexism. If the district's plan is a good one, it probably includes these essentials (as well as those described in "Developing the In-Service Program Structure and Schedule," which begins on page 12 in this manual):

- *revisions for school board policy*
- *a list of what has to be done and who's responsible for doing it*
- *a program of in-service meetings, parent-teacher meetings, staff meetings and other actions for getting the message across*
- *a schedule with completion dates*
- *a committee of well-trained people available to see the program through and answer questions on a day-in, day-out basis*
- *plans for follow up and evaluation*

The quality of the plan is a measure of how serious your district is about getting rid of sexism. If the plan's a good one, you'll sidestep problems like these:

- *After an in-service meeting, a motivated teacher makes several sex fair assignments, only to provoke a flurry of negative reactions from parents. The principal is caught in the middle since the district never set and communicated a policy on sex fairness.*

- *Another district tries a one-shot in-service meeting, then claims, "We've done our job on sex fairness." Unless the meeting is part of an overall plan, the likely result will be confusion and misinformation among teachers and parents.*

Achieving sex fairness takes time and planning. One meeting just isn't going to do the job.

Focus. Each in-service meeting must be planned with specific objectives for a particular audience. Here are several examples of meetings for different groups:

- *At one meeting for the full staff, you explain what sexism is and isn't, introduce the district's sex fairness plan, and conduct several activities to identify bias in the classroom.*

- *You schedule a parents' meeting to communicate the district's sex fairness policy and explain how it will benefit all children.*

- *At an in-service workshop, you help teachers recognize sexism in their teaching materials and prepare them for purchasing sex fair texts.*

- *At a follow-up workshop, you show teachers ways to supplement biased texts and give them specific classroom assignments geared to the ages of their students.*

Leadership. Even if an in-service meeting is rooted in commitment and planning, even if its content is excellent, it will yield little without a skilled meeting leader.

Let's face it: Sexism can be an explosive subject. Many people -- no matter what their education -- don't understand what sexism is or how it is at odds with the ideals of education. They may come to a meeting feeling defensive or antagonistic. It takes a flexible, well-informed leader to steer activities with confidence, tolerate conflicting points of view, field questions and discussions with tact, and convey the district's sense of purpose.

Be certain that each person who leads an in-service meeting reads "Preparing an In-Service Meeting" and "Leading an In-Service Meeting."

Follow-up. What happens afterward? The audience will glean more from a particular in-service meeting if they are expected to act once they return to classrooms and offices. It's as simple as the well-taught lesson: Students get more out of it if they know why they are doing it and what will be required of them afterward. Make certain the audience leaves the meeting with specific ideas for action and the knowledge of the resources and support available to help them follow through.

What makes up the ideal in-service meeting, then? It's part of a total program of commitment, planning, focus, leadership, follow-up -- as well as topnotch content.

So read on. You'll find the essentials here for putting together and leading your own ideal meetings.

Marylyn E. Calabrese
Sex Fairness Project Director
Tredyffrin/Easttown School District
Berwyn, Pennsylvania

You have decided to plan and conduct a series of in-service meetings on sex fairness in your school district. What steps must you take to carry out your decision? Here are some basic considerations in the implementation process:

- preparing the groundwork
- identifying the people responsible for in-service training
- communicating about in-service activities
- assessing the school district's in-service needs
- developing the structure and schedule of the in-service program
- preparing an in-service meeting
- leading an in-service meeting
- dealing with audience responses
- evaluating in-service programs and meetings

Each of these is explained in detail in the pages that follow.

PREPARING THE GROUNDWORK

Before you begin to develop an in-service structure, check to see if preparation for the stage is completed. Are you becoming familiar with the problem of sex bias in the schools in your district and with the concepts of sex fair education? A firm commitment by your district to the goals of sex fairness is essential before you begin planning the total in-service program. Are several key people convinced of the value of non-sexist education and willing to work to achieve it? Do district administrators support in-service training for sex fairness? Finally, has your district established guidelines for sex fairness as described in Stage One of the model? If you have completed the tasks mentioned, you are ready to plan the in-service program. If not, finish them before proceeding.

IDENTIFYING PEOPLE RESPONSIBLE FOR IN-SERVICE

People are the most important resource you have for implementing the in-service program. If your district formed a Sex Fairness Coordinating Committee during Stage One, you have already identified people who can help in planning the in-service program. Others who can make a special contribution to in-service can be invited to join the committee. Once you have established a committee, continue to the next section, "Communicating about In-Service."

If you do not have a committee already, you will want to form one now. To plan a successful in-service program you will need the help and cooperation of staff throughout the school district. You may know now of some of the people who will assist you. The Stage One Manual will give you suggestions for identifying additional people interested in sex fairness within your school system and community.

One person will become the coordinator, who oversees the day-to-day operation of the implementation process. Others, teachers and administrators, including selected building principals from your district, will serve on the coordinating committee, which will be responsible for developing the in-service program. In some school districts parents and students may also join the committee. While the primary task of the committee is planning, some members also may lead the actual in-service meetings.

After you have established the committee membership, decide when and where they will get together. Set up a meeting schedule. The committee should meet frequently when they start planning for in-service activities and less often once they get their program underway. The group may want to hold several meetings before school starts or early in the fall. The number of sessions needed for planning and monitoring the program will vary from district to district. Based on T/E experience, committee tasks require about eight half-days, scheduled throughout the school year.

The charts on the following two pages delineate tasks and responsibilities for the in-service program and provide suggested scheduling for the major tasks.

SAMPLE OUTLINE OF TASKS AND RESPONSIBILITIES

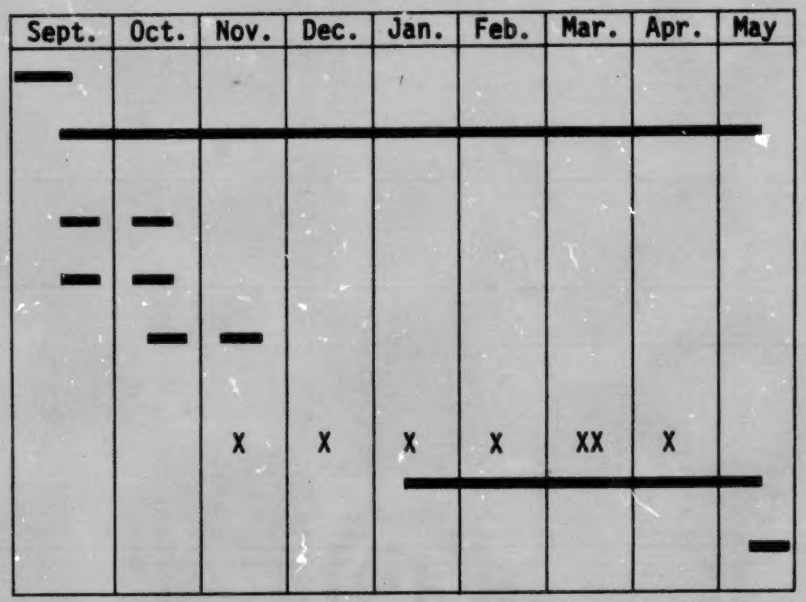
PLANNING THE IN-SERVICE PROGRAM

Program Coordinator	*Sex Fairness Coordinating Committee* (teachers, administrators; parent and student representatives optional)	*Meeting Leaders* (Coordinating Committee members, district administrators)
1. chair the coordinating committee 2. oversee and coordinate implementation of in-service program 3. act as a liaison between the committee, school district and community	1. assess in-service needs 2. define program objectives 3. develop the implementation structure 4. help plan specific in-service meetings 5. monitor the implementation process 6. provide assistance in implementation 7. evaluate the in-service program 8. participate in communication efforts	1. help plan the in-service meeting(s) 2. arrange for meeting place 3. notify participants 4. prepare materials 5. conduct the in-service meeting 6. assist in evaluating the meeting 7. report results to entire committee

SAMPLE SCHEDULE FOR PLANNING THE IN-SERVICE PROGRAM

MAJOR TASKS

MONTHS



Organize coordinating committee

Hold coordinating committee meetings (6-8, as needed)

- review district needs for sex fairness
- set objectives for in-service program
- plan series of in-service meetings on sex fairness

Carry out scheduled in-service program

- share results of in-service meetings
- evaluate committee's work; make recommendations for future plans

— coordinating committee meetings

X in-service meetings for administrators, teachers and parents

Note: It is expected that committee members will serve as leaders of individual in-service meetings, along with other supplementary personnel. All committee members will not need to attend all in-service meetings; they will hear reports, however, on all in-service meetings.

COMMUNICATING ABOUT IN-SERVICE

Communication is a basic element of the in-service program, crucial to the implementation and success of your sex fairness program. Staff and parents need current information on objectives and activities of the district's program. You can only expect cooperation from others when they know what you are doing and why. Misunderstandings are usually prevented through accurate information. If people know what is happening, they won't worry or speculate as to what may be happening.

The coordinating committee should identify and regularly use school and community communication channels. During the sex fairness program, committee members and other staff must communicate frequently with one another, as well as with parents and the community. Both the form and content of messages are important.

Use all available communication channels to pass along information about sex fairness and the in-service program. Messages in varying forms will reach different audiences and information repeated in several ways will reinforce what you have to say. Use written communication in the form of reports, memos, newsletters; use oral communication in informal reports, at parent meetings, in panel discussions or in faculty rooms.

What should be communicated about in-service plans? What do staff and parents want to know? We have found continuing interest in two areas:

- basic information on what sexism is and isn't
- current information on sex fairness objectives and school district activities

Make sure you communicate about these as often as you can.

In the experience of the T/E district, positive communications create a good image for sex fair education. We have found we get better support when we:

- convey the idea that sex fairness is an educational program, not a political movement
- let people know that sex fairness is educationally sound; that getting rid of sexism increases equality and helps personalize and humanize the educational process
- stress how sex stereotypes limit all children's options and how changing the stereotypes increases options
- focus on instructional materials, their sex biases and how best to change them

- tell people how sex fairness programs help public school districts conform to state and federal laws

Sample communications from the T/E district are included in the Stage One Manual, pages 9-11, and may give you some ideas for both the form and content of your communications. Included there you will find:

- sample superindendent's letter to staff
- interviews with local newspapers
- sample articles in staff newsletters

The fact sheet for parents, pages 125-128 of this manual, can be adapted for use with staff members.

Remember, others will not understand the purpose or scope of the program unless you tell them through available communication channels.

ASSESSING DISTRICT IN-SERVICE NEEDS

What kind of training and how much in-service time should you plan? A good program will be matched to the specific sex fairness needs of your district. Therefore, before the coordinating committee can plan a program, it must measure district needs. Here are some ways to gauge the sex fairness needs of your district:

- consider established school district guidelines on sex fairness
- use the needs assessment process detailed in Stage One
- summarize results from the Self-Evaluation Checklists (Stage One Manual)
- list specific measures required for compliance with local, state, and federal equity laws or policies

A good place to start in assessing needs is with your school district's established guidelines for sex fairness. Check existing guidelines to see if they are inclusive. Do they cover all areas of school operation? For example, are standards of sex fairness set for curricula, instructional materials, course offerings, student behavior, teacher expectations of students, personnel policies and extra-curricular activities? The committee may want to revise or expand the guidelines to facilitate the identification process. Consult the Tredyffrin/Easttown guidelines for sex fairness in the Stage One Manual if you would like a model. As you study your district's guidelines, determine which ones are not presently followed or which ones should be expanded -- they indicate in-service needs.

Two additional ways of pinpointing needs are by using the Stage One scheme for needs assessment (the administrators' Action Plans) and the Self-Evaluation Checklists for administrators and staff. (Both are included in the Stage One Manual.) Review the needs assessment to discuss possible areas for in-service meetings. If you carry out an analysis of checklist responses, you will know where administrators and teachers see a need to improve sex fair behavior.

As your district complies with equity laws and policies, you may discover additional in-service needs. For example, a district may need to integrate boys and girls in practical arts classes or to revise the physical education curriculum.

We would like to share the T/E school district's experiences in identifying sex fairness concerns. While assessing needs on a continuing basis over three years, we found three reappearing themes:

- a need for increasing professional staff awareness of the meaning and dimensions of sex fair education
- a need for increasing professional staff commitment to sex fair education
- a need to identify sex bias in the curriculum and to revise instructional materials to make them non-sexist

After initial in-service meetings for district teachers and administrators, we saw parent education as another in-service priority.

DEVELOPING THE IN-SERVICE PROGRAM STRUCTURE AND SCHEDULE

Once your district knows its sex fairness needs, the committee can plan a meaningful in-service program. Schedule several meetings for the committee to undertake the following tasks:

- clarifying needs and stating them simply
- forming in-service program objectives that meet the stated needs
- planning a series of in-service meetings that carry out the program objectives

Clarifying Needs

Did you gather information on district-wide in-service needs from several sources? If so, now is the time to make a clear, concise statement of needs that everyone (central administrators, staff and committee members) understands. All further plans will depend on the clarity of this statement of sex fairness in-service needs. If some concerns are more important than others, put them at the top of the list. Priorities indicate which areas should receive the most attention. With this task accomplished, the committee can begin to formulate objectives.

In-Service Program Objectives

Naturally, you will develop program objectives that fulfill stated needs. The chart below shows sample school district needs and objectives.

School District Need for Sex Fair Education	*Objectives for In-Service Program*
Administrative leadership is needed for implementation of the program	To prepare administrators for their role in implementing the program
Staff members are unfamiliar with the concepts and goals of sex fair education	To gain an understanding of sex-role stereotyping in the schools
Instructional materials, methods, or programs are sexist	To gain specific knowledge about eliminating sex-role stereotyping in a specific grade level or subject area To create materials to supplement currently used sexist materials
Parent support is needed for sex fairness programs	To acquaint parents with the goals of sex fair education To review texts for sex bias To communicate to parents current information on sex fairness activities

Some districts may choose to work toward a general goal such as increasing professional staff commitment to sex fair education. Others might focus on one or more specific objectives such as integrating a practical arts department or providing non-sexist career counseling.

Planning In-Service Meetings

What happens at in-service meetings determines the success of a sex fairness program; therefore, the committee must plan the meetings carefully. Planning for in-service training involves a two-part process. In the first part, you provide an overall structure for the in-service program; in the second, you design specific in-service meetings. By completing the steps

described in the preceding section you have established a general framework for the in-service program and are now ready to focus on individual in-service sessions. What should the committee consider in planning each meeting? Here's a list to guide you:

- What are the meeting objectives?
- Who is the audience of the meeting?
- Who will be the meeting leaders?
- What activities will help to meet objectives?
- How much time should be scheduled?
- What follow-up will take place?

1. OBJECTIVES. Begin by choosing one or more objectives for each meeting from the general goals of your sex-fairness program. Objectives should be specific so that you can tailor activities to them, then measure progress. Some examples of objectives are:

- to communicate district sex fairness policies to educators, parents and students
- to define what sexism is and isn't and how it affects students
- to update parents and educators on the education and employment of women
- to enlist parental support of the sex fairness program
- to encourage teachers and administrators to evaluate their professional behavior to be sure they are free of sex bias
- to recognize sexism in texts and other teaching materials
- to adapt sexist materials currently in use by creating sex-fair assignments, activities, and units

Each meeting should have a well-defined purpose. You cannot expect to achieve all objectives at the same time. While one or two objectives might be met at a single session, it may be necessary to have several in-service meetings to reach only one objective.

2. AUDIENCE. Next, match objectives and audience. Who should take part in each meeting? Should there be separate sessions for teachers? administrators? parents? different ones for elementary and secondary teachers?

There are advantages to both mixed and separate groupings. An all-staff meeting is a good way to kick off the program; each person can look at how sexism affects other school positions and different grades and subjects. But when it's time to scrutinize the texts and lesson plans, separate meetings by grade or subject may work better.

Consider, too, level of awareness. Be sure that people have attended introductory sessions on recognizing sexism and its effects before you assign them to more specialized meetings on revision of materials or student activities.

3. LEADERS. Committee members probably will conduct some of the in-service meetings or will name others to do so. Be certain that all meeting leaders review the section "Leading an In-Service Meeting" beginning on page 21.

4. ACTIVITIES. It is stated elsewhere that content is just one of the elements of an in-service meeting. But you'll want the best resources you can find. The next chapters are filled with activities, readings, and assignments designed to help you conduct many different kinds of in-service meetings on sex fairness. Identify the activities that seem best for the objectives and audiences of each meeting you plan. Adapt the activities printed here, but tap other resources, too: arrange for speakers, reserve films, clip pertinent articles to share, devise other meeting strategies. You'll find that many of the activities in this book can be introduced first during in-service training, then used later in the classroom.

When choosing in-service activities, keep in mind the special problems minority groups must overcome -- racist as well as sexist -- to achieve educational and career goals. This project does not deal directly with racism; however, it recognizes the need to give special support to minority students as you work to eliminate sexism. Therefore, you'll find some activities here designed specifically for this audience. Other activities can be adapted to foster racial as well as sexual equality.

5. SCHEDULE. How much time should you allot to each meeting? The amount of time depends on the objectives set and the best schedule for the participants. Some meetings may last a half or full day, covering several topics. Others will be only a half-hour long and deal with one objective. Occasionally school staff will be released from other duties to attend meetings; most often the sessions will be built into their regular school day.

In essence, in-service training can be structured into any district or school, at any time or place. It can be built into the existing structure of a staff meeting through an awareness activity; it could be a film or speaker during lunch. An in-service program need not take place only in formal settings.

When the design for in-service meetings is completed, the committee will plan the best schedule for them. In-service time should be built into the school calendar on a regular basis. While some in-service time may be scheduled on special whole or half days set aside for the purpose, this is not the only way nor necessarily the best arrangement. It may be better to plan for a twenty-minute activity on one day and a half-hour session on another. A part of a faculty meeting or a team meeting may be a good in-service time. Remember, each in-service session, short or long, is part of the teacher's or administrator's regular professional duties and not just added on to the end of the day.

A comprehensive schedule for a district's in-service program might include the following:

- Administrative In-Service Meetings. Four to five half-day sessions over the period of six weeks preceding or during general staff in-service training, or two full days during the summer.

- Staff In-Service Introduction. A half-day introductory meeting for total district staff or, preferably, several introductory meetings, one for each district school building.

- Additional Meetings. Administrators, staff, parents, etc., will continue sessions scheduled for them. Sessions for specialized groups such as individual departments, grade levels, and parent groups will be held.

A sample in-service program outline of needs, objectives, activities, and schedule is presented on pages 18-19. Page 17 is a blank outline for your district's use.

6. FOLLOW-UP. The success of an in-service program depends on the follow-up you provide after each session. What should you do after each meeting?

First, evaluate the meeting to find what was successful and how you can improve next time. The section "Evaluating In-Service Meetings and Programs" offers suggestions for doing this.

Next, monitor the effectiveness of the in-service meetings. Do teachers and administrators use what they have learned about non-sexist education? Is this reflected in their classroom plans and procedures? Are they better prepared to solve problems of sex bias as a result of the in-service activities? Are the plans that were started in the in-service session carried out? For example, if the meeting focused on training staff to use sex fairness as a criterion for reviewing new instructional materials for purchase, then follow up by monitoring this process.

Finally, as a part of in-service follow-up, provide further information and support to those who are putting to use what they learned at in-service sessions.

SAMPLE
NEEDS, OBJECTIVES, ACTIVITIES, AND SCHEDULE
FOR
IN-SERVICE PROGRAMS

School District Need for Sex Fair Education	Objectives for In-Service Program	Objectives for In-Service Meeting	Sample Activities	Tentative Schedule

SAMPLE
NEEDS, OBJECTIVES, ACTIVITIES, AND SCHEDULE
FOR
IN-SERVICE PROGRAMS

SCHOOL DISTRICT NEED FOR SEX FAIR EDUCATION	OBJECTIVES FOR IN-SERVICE PROGRAM	OBJECTIVES FOR IN-SERVICE MEETING	SAMPLE ACTIVITIES	TENTATIVE SCHEDULE
Administrative leadership is needed for implementation of the program	*To prepare administrators for their role in implementing the program*	*To devise specific action plans for working to eliminate sexism in a specific area, grade or school*	*Action Plans; Implementing Sex Fair Education: The Administrator's Role (Stage One Manual)*	*1 - 4 half-day meetings*
Staff members are unfamiliar with the concepts and goals of sex fair education	*To gain an understanding of sex-role stereotyping in the schools*	*To discuss questions and answers often asked about sex-role stereotyping*	*Answers to the Questions Most Asked about a Sex Fairness Program, page 37*	*30-minute segment of staff meeting*
Instructional materials, methods or programs are sexist	*To gain specific knowledge about eliminating sex-role stereotyping in a specific grade level or subject area*	*To identify sexism in teaching materials*	*Guidelines for Equal Treatment of the Sexes in Teaching Materials (Stage Three Manual)*	*40-minute staff meeting*

	To create and use materials that supplement currently used sexist materials	*To explore methods of adapting sexist materials*	*Examining Sex Roles, elementary, page 89; and secondary, page 107*	*30-minute segment of staff meeting; 3-5 day summer workshop*
	To work toward increasing sex fair professional behaviors	*To identify sexist professional behaviors*	*Self-Evaluation Checklists, Staff One Manual, page 65*	*40-minute staff meeting*
Parent support is needed for sex fairness programs	*To acquaint parents with the goals of sex fair education*	*To identify sex-role stereotyping in school programs*	*Talking to Parents about Sex Fair Education, page 117*	*Parent program meeting*
	To review texts for sex bias	*To identify bias in school reading books*	*Collage of Stereotyped Roles, page 119*	*Neighborhood coffee program meeting*
	To increase parent commitment to sex fair education	*To learn about current activities of district's sex fairness program*	*Parent Presentation: Toward Sex Fairness, page 123*	*Parent program meeting*
			Mailing of Facts for Parents, page 125	*Distribute at parent meetings early in the school year*

PREPARING AN IN-SERVICE MEETING

You've been asked to lead a meeting on the topic of sex fairness. Most likely you were selected because you are a good leader, respected by your colleagues, open minded, and interested in eliminating prejudices of any kind from the educational process. This is an opportunity to help your school district further its goals for sex fairness throughout the system.

Read the following information carefully. It gives pointers on how to prepare for and conduct the meeting, as well as tips for handling some problems that might come up at the meeting.

- BACKGROUND. Review all parts of this book. In the following sections you'll find the materials for organizing an effective meeting. Note that there are sessions on activities and resources. The resources section consists of readings and selected references. The readings are for you to study before the in-service session. They fill you in on facts, philosophy and legal requirements of sex fairness in schools. Also, you may want more background on some topics. Review the annotated bibliography, pages 159-164, for a listing of additional resources.

Activities. The activities are for use during the meeting. Each one is aimed at a different sex fairness problem. After you know what you want to accomplish at the in-service meeting, you can select from the activities in this book the best ones for your audience and objectives.

Explaining each activity is a yellow information sheet, telling you the following:

AUDIENCE: Who the activity was designed for

OBJECTIVE: What it aims to accomplish

MATERIALS: What is needed to conduct the activity

TIMING: Approximately how long it takes

HOW TO USE: Tips on the best use of the activity

OTHER USES: Suggestions on additional ways to use or adapt the activity

COMMENTS: Helpful remarks based on actual use of the activity

- AUDIENCE. Decide who should attend the meeting. Administrators? teachers? counselors? parents? students? Consider the level of awareness of this audience. Are they just learning about sex fairness or do they already have some background in it?

- OBJECTIVES. What are the objectives that were set for this meeting? What is it to accomplish?

• ACTIVITIES. Select the best means for fulfilling the objectives. What would be the best opener? A film (see page 161 for a list of some good ones)? an interesting outside speaker? a self-evaluation exercise? Which activities from this book are appropriate for the main part of the meeting? List the activities you will use. Is there some variety in what the audience will be doing?

• AGENDA. Plan the sequence of activities for the meeting. Allow plenty of time for open discussion and question-and-answer periods. Schedule one or more breaks, depending on the length of the meeting.

• REVIEW. Work through the activities yourself as though you were a participant at the meeting. This will give you a good idea of the kinds of questions and comments you can expect.

• SCHEDULE. Schedule the in-service meeting. When's the best time to have it? Can you meet your objectives in one meeting or would a sequence of shorter sessions be better? Could you introduce the topic briefly at a teachers' meeting, then follow up with a half-day in-service session? Other possibilities?

• FOLLOW-UP. Plan what people should do as a result of the meeting. They'll get more out of it if they must do something afterward. Actions like these might grow out of an in-service meeting:

- self-evaluations for sex fairness in the classroom
- review of current texts for bias
- revision of one or more lesson plans
- use of assignments to help students understand sexism

• MATERIALS. Make copies of the activities you selected and gather all materials necessary for conducting them.

• NOTIFICATION. Send a notice to all participants about the purpose, time and place of the meeting.

• DETAILS. Shortly before the meeting, check the room to be sure there are enough chairs, that any audio-visual equipment is working, and other details. You may want to post some appropriate pictures, cartoons or sayings to set the tone of the meeting. Write the agenda on the board or a large sheet of paper.

LEADING AN IN-SERVICE MEETING

You've made the final preparations for the in-service meeting. What do you need to remember while you are leading the session? Here are some pointers that will help make the meeting a success.

Introduce the topic. Explain the purpose of the meeting, what topics you'll be covering, and what the audience will be expected to do after the meeting.

Limit the discussion time at the beginning of the meeting, pointing out that many questions will be answered during the course of the meeting. State that there is time scheduled for discussion and questions and answers.

Conduct the activities you have selected. Refer to the yellow information sheets for specific guidance on each activity.

Tolerate a spectrum of opinion during discussion sessions. Let people express their ideas and emotions. As they talk, listen reflectively, then restate their comments in your own words.

Be positive and reassuring. There is much misunderstanding on this topic. People need the chance to express their ideas without feeling they will be embarrassed. Remember, some manifestations of sexism are so subtle, pervasive and long standing that people must try hard to be honest about sexism with themselves and with each other.

Keep the meeting on course. Stress the big issues; try not to get sidetracked into trivia or gripe sessions. Observe the schedules and agenda.

Be professional. Your example will go a long way in helping others separate personal biases from professional responsibility.

Relate the in-service activities to specific situations. A few good examples are essential. However, make certain your examples do not point an accusing finger at any individual or group. Adopt the posture that "we are all biased ... and let's work together to free ourselves and our students of these limiting stereotypes."

Close the meeting by outlining the actions the audience should take after they leave the meeting -- and end the meeting on time.

Schedule a short follow-up meeting, if possible, so that people can compare notes on what they've tried as a result of the in-service meeting.

DEALING WITH AUDIENCE RESPONSES

Sex fairness is a subject that must be handled with diplomacy. Many people, regardless of educational background, fail to understand what sexism is and how it can harm children. Since some people initially will misunderstand what the district is trying to accomplish through a policy of sex fairness, you can look for certain problems to surface at some workshops. Meet each problem positively. Arm yourself with thorough preparation and knowledge of the facts. Avoid the defensive by responding with facts.

Forewarned is forearmed, so here are some problems you may face and suggestions for handling each.

1. PROBLEM: Misinformation. With tact, supply the correct information. Here are some fears that may or may not be expressed:

Myth. Eliminating sexism in education will eliminate sex differences among children. (This is the unisex fear.)

Response. *Eliminating discrimination has nothing to do with eliminating sex differences. Gender should be irrelevant to learning. Only when a teacher sees beyond sex differences can he or she treat children as individuals.*

Myth. Sex fairness in education is a program for girls, not boys.

Response: *Sex stereotypes limit choices for boys as well as girls. Most textbooks portray both sexes narrowly. The truth is that any child, regardless of sex, can be creative, mathematical, strong, frightened, sensitive, aggressive, athletic, etc. The child's qualities depend upon individuality, not upon sex. By stressing individual differences rather than gender differences, the schools will help girls and boys fulfill their potential in many ways, whether in careers, leisure-time activities or personal growth.*

For other questions likely to come up, see Activity 2, "Answers to the Questions Most Asked about a Sex Fairness Program," page 37.

2. PROBLEM: Hostility. Hostility may not be overt. It can wear the guises of silence, apathy, uneasy laughter or argumentativeness.

Don't take hostility personally. Stay cool and objective.

Silence often is caused by peer pressure. A person may not want to look as if he or she supports an idea which the group may disapprove. Sometimes after a meeting where no one responds, people will stay to talk individually with the group leader.

An apathetic group probably doesn't understand the challenge and educational opportunities of a program eliminating sexism. For this group, stress the specific benefits the program will mean for all children.

Don't be put off by uneasy laughter or joking. You can counter this with professionalism and common sense. Sometimes it's best to confront the laughter and discuss it with the audience. Behind it, you may find someone who is embarrassed by the subject or afraid of appearing to support it.

What about argumentativeness? Some people fear that you mean to indoctrinate them in radical feminist politics. Or they distrust the unknown and react with aggressive verbal behavior.

To forestall this, you probably need to go back to basics. Redefine sexism carefully (see Activity 7, "Sexism Is..." page 71) and spell out again the objectives of the meeting. Give specific examples of how sexism can harm different children.

3. PROBLEM: Audience taking control. The program is less likely to get out of hand if you've done a good job preparing for and organizing the meeting. Still, you must be sure you are answering audience needs and questions. If you've scheduled time for discussion and breaks, you can channel the problem into those periods. Keep control by recognizing one speaker at a time or by breaking the meeting into smaller discussion groups and moving from one to another to answer questions.

4. PROBLEM: Misunderstanding the scope of sexism in education. Most people think sexism in schools is confined to athletics and textbooks. Few see how personnel policies, curriculum content and their own classroom behavior and expectations can keep sexism alive and thriving. Activity 6, Self-Evaluation Checklists (separate lists for administrators, teachers, physical education instructors, media specialists, and guidance counselors), will help you broaden understanding of the need for sex fairness throughout the school system.

EVALUATING IN-SERVICE MEETINGS AND PROGRAMS

At the end of the implementation process, you will want to know if you scheduled enough in-service sessions and whether the total program made a difference in sex fairness in your district. How can you find out? By conducting ongoing evaluation. You will want to judge the effectiveness of each meeting in reaching its objectives, as well as evaluate the impact of the total program.

As you design each in-service meeting, provide for evaluation of its results. How do you know if you have done a good job or what you can improve next time? A session is successful if it reached its objectives and if it furthered the overall goals of the in-service program. Draw up a list of questions, as you design the session, to help you judge its outcome. Here are some you can use as examples:

- Was the meeting conducted as planned?
- Did the meeting achieve its objectives?
- How did the participants evaluate the meeting (use the In-Service Evaluation form on page 26)?
- Could this meeting have been improved?
- Did this meeting help the district become more sex fair?

The answers to such questions will aid you in improving the next session.

You can measure the results of the total in-service program in several ways. We found the following methods of assessment especially useful:

DISTRICT GUIDELINES. Make an evaluation of whether or not the in-service program has met district goals by matching evidence of sex fairness after in-service meetings with district guidelines for sex fairness. For example, if you observe that most teachers and administrators display sex fairness in their interactions with students, then goals in this area of non-sexist education are being achieved.

SEX FAIRNESS SURVEY. Measure non-sexist attitudes by using the Sex Fairness Survey. A comparison of pre- and post-survey results shows where the in-service program has made a difference. (Refer to page 23 of the Stage One Manual.)

SELF-EVALUATION CHECKLISTS. Rate non-sexist professional behaviors with the Self-Evaluation Checklists (Stage One Manual). A comparison of results before you begin and after you finish in-service training helps you discover changes in sex fairness levels.

As you evaluate the ongoing program you may ask, "How much in-service time is enough?" You should schedule enough time to meet the district needs and objectives for an in-service program. Enough in-service time is the amount that will satisfy your school system.

IN-SERVICE MEETING EVALUATION (fill in title)

NAME (optional)_____ _____
elementary/secondary

DATE_____

(1) Were the objectives clearly stated? yes___ no___

(2) Did the session meet its objectives? yes___ no___

(3) If yes, how well?
___ extremely well
___ well
___ average
___ poorly
___ extremely poor

(4) What did you especially like about the meeting?

(5) What did you especially dislike?

(6) How would you change the meeting?

(7) Additional comments: What topics or needs should be dealt with at future meetings?

RETURN TO:

THE IN-SERVICE MEETING ACTIVITIES

THE IN-SERVICE MEETING ACTIVITIES -- A DESCRIPTION

What kinds of activities should you include in in-service meetings? What will help your audience understand the concepts of sex-fairness? The twenty activities in this section will give you many ideas for preparing in-service sessions for teachers, administrators and parents.

After you have determined the objectives and the audience for an in-service meeting, you can build a session around the activities here. Use them as written or adapt them to suit your needs. Explaining each activity is a yellow information sheet that lists the audience, timing, objectives, materials, how to use, other uses and comments. This format will help you select and use appropriate activities. Handout materials, printed on white paper, are included with some of the activities.

The activities, focused at different audiences, emphasize several aspects of sex fairness. Those grouped under "Understanding Sexism" are good ones to use at initial in-service meetings to acquaint participants with the meaning of sexism. They help establish a definition of sexism and present information on the current economic and social status of women.

After teachers and administrators can identify sexism, you will want to help them change sexist practices. The activities in the section "Becoming Sex Fair" will enable school district staff to recognize specific sexist behaviors so they can change them.

In the section "Dealing with Sexist Materials" two activities assist teachers in carrying out the task of making materials non-sexist by presenting guidelines for sex fairness and suggestions for supplementing current materials.

Several activities in "Making Sex Fair Assignments" show teachers how to teach students about sexism.

The final group of activities, "Involving Parents," presents ideas for communicating objectives and information about non-sexist education to the community. A well-rounded in-service program will include a variety of activities touching on many areas of sex fairness.

UNDERSTANDING SEXISM

What's sexism all about, anyway?

What can you tell people about a district sex fairness program?

What is the future work life for today's students?

The activities in this section answer these questions and many more.

	Page
Activity 1 - A Definition of Sexism	33
Activity 2 - Answers to the Questions Most Asked about a Sex Fairness Program	37
Activity 3 - The Myth and the Reality	41
Activity 4 - Sexism and the Future: Data Survey	47
Activity 5 - Women and Work: Explorations in Career Awareness	55

In 1880 women entered the office force as typists and stenographers.

ACTIVITY 1

A Definition of Sexism

AUDIENCE: *Teachers; secondary students*

OBJECTIVE: *To explore a definition of the word "sexism"*

MATERIALS: *Copies of "A Definition of Sexism"*

TIMING: *10 - 45 minutes*

HOW TO USE:

1. *Pass out copies of the definition. Before you read it aloud, ask the group to think of examples for discussion.*
2. *Discuss the analogy between "sexism" and "racism." In what ways are they similar? (Sexism and racism are similar in that both are forms of prejudice, can keep people from achieving their full potential, and are a denial of the principles of equality.)*
3. *Draw from the group examples of how they have been affected by sexism. (You might begin with your own examples.)*

OTHER USES:

- *Have the group develop their own definition of sexism, along with a list of examples of sexism.*
- *Use the first sentence of the definition, "SEXISM IS PREJUDICE," as a bulletin board title. Post pictures that show sexist behavior.*
- *If it is appropriate, you may wish to discuss prejudices relating to age, marital status, religion, socioeconomic background and/or handicap.*

COMMENTS:

- *Teachers and students need an accurate understanding of what sexism is before they can go on to other activities or assignments in sex fairness.*
- *Make it clear that eliminating sex discrimination has nothing to do with eliminating sex differences. It is knowledge, skills and aspirations that must not be labeled "masculine" or "feminine."*
- *Encourage those students who want to, to discuss the effects of racism as well as sexism on their lives.*

A DEFINITION OF SEXISM

SEXISM IS PREJUDICE. It means stereotyping a person on the basis of gender instead of seeing that person as an individual. Just as a racist person judges someone on the basis of race, so a sexist person labels an individual according to his or her sex.

Originally, sexism meant discriminating against women; today, the word refers to men as well. It assumes that by knowing a person's gender, you automatically know something about that person's abilities, limitations, interests or personality.

Here are a few examples of sexist assumptions: "Boys are more competitive than girls." "Boys hate music class." "Girls are much neater than boys." "Boys are better leaders." "Girls don't like the rough and tumble of sports." "Girls need to know about nutrition, boys about mechanics."

Sexism found in schools reflects societal prejudices. These are instilled in youngsters by direct or subtle ways -- by saying, "You can't do that; you're a girl," or "boys don't act that way"; by using teaching materials that stereotype both sexes; by expecting one thing of boys, something different of girls.

The antidote to prejudice is knowledge. The best way to dispel sexism is by knowing the difference between fact and myth.

ACTIVITY 2

Answers to the Questions Most Asked about a Sex Fairness Program

AUDIENCE: *People who are just learning about sexism (students, teachers, administrators or parents)*

OBJECTIVE: *To discuss questions and answers often asked about sex-role stereotyping*

MATERIALS: *Copies of "Answers to the Questions Most Asked about a Sex Fairness Program"; blackboard or large sheets of paper; felt-tip pen*

TIMING: *30 minutes*

HOW TO USE:

1. *At a meeting with sexism on the agenda, copy the activity questions (without answers) on a blackboard or large sheet of paper.*
2. *Discuss possible answers to the questions in small groups or with a panel.*
3. *Have groups summarize their answers.*
4. *Share the printed answers with the group.*

OTHER USES:

- *Pass out copies of the activity at a meeting. Lead a discussion of the questions and answers.*
- *To publicize a meeting on sexism, send out copies of the ten questions without the answers several days ahead of the meeting. At the meeting, discuss the answers in groups or by panel, as described above.*
- *On a continuing basis, publish one or more of the questions with answers in a newsletter for parents or staff.*
- *Since this activity can be used without discussion, you might prefer to send out copies of the complete ten questions and answers for background reading on sexism.*

COMMENTS:

- *During program testing, this was one of the most popular activities at in-service meetings.*
- *You may find that additional questions on sexism come up during a meeting. If appropriate, rephrase such questions to show their connection with one of the ten on the activity sheet. If a question is unrelated to the ten, answer it yourself or call for comments from the audience.*
- *Refer to "Facts for Parents about the Sex Fairness Program," pages 125-128, for additional questions and answers.*

ANSWERS TO THE QUESTIONS MOST ASKED ABOUT A SEX FAIRNESS PROGRAM

1. **Isn't sex fairness merely the same thing as women's liberation?**

   No. Because of description by the mass media, the women's liberation issue has a limited, extreme meaning for some people. Its emphasis has been mostly on equal employment practices and salaries for women. Sex fairness, however, is a broader concept, which encourages every individual to make the most of his or her abilities, interests and potential. It is a movement to free men and women from being programmed from infancy into stereotyped adult roles based on sex.

2. **Why are we doing this? Why change things? What about other school districts?**

   Sexism is against state and federal laws. In addition, our philosophy is to personalize and humanize the learning process by ending discrimination against all minority groups and women.

   Many school districts throughout the nation are making major efforts to eliminate sexism.

3. **Is sexism the same as sex education?**

   Sex education is the study of human reproduction and other aspects of human sexuality. Usually, it's part of the health education program. Sexism, on the other hand, is a form of discrimination that assigns traits and abilities to people solely on the basis of their gender.

4. **Are you just giving teachers something to add to an already heavy workload?**

   Awareness -- not time and moeny -- is the heart of sex fairness. An aware, committed teacher can counter sexism in a natural and routine way. Knowledge of what sexism is will lead to better choices of teaching materials and strategies. This doesn't mean that we must throw away the materials and books we have. It means we must revise only where it is pertinent and select future materials that are sex fair.

5. **Don't sex-role stereotypes reflect our society the way it actually exists?**

   The sex-role stereotypes in our schools are becoming outdated as more women go to work in an increasing variety of jobs. In addition, changes in life styles brought about by the youth culture and by America's changing family patterns have not been fully acknowledged. The schools must anticipate the needs of students in our <u>future</u> society, not merely pass along old stereotypes.

6. Shouldn't these questions about values be left to parents?

Parents do play a crucial role in the formation of student values. But teachers, too, give value messages, often unconsciously. The key is to help students make their own value choices instead of having them passively accepting the values of others.

7. Why do we want to make women less feminine anyway?

Sex fairness doesn't make women less feminine. Instead, it encourages a girl to have a positive image of herself, to say, "I'm a person and I can do this," not "I'm a girl, so I can't do that."

8. How does an understanding of sexism help men?

It means men, too, can be free of the pressure of fitting into a mold. For example, most boys now feel that they must always be leaders and must show strength and aggressiveness, even though these traits may not be in their natures. Sex fairness, then, means human liberation since all people are encouraged to free themselves of sex-stereotyped roles.

9. Aren't boys and girls different and shouldn't they be treated differently?

Dr. Sergay Sanger, New York child psychiatrist, puts it this way: "Masculine or feminine differences are a fake issue. What children require most is individual differentation. Behavior which is called masculine or feminine is largely culturally determined."

Although the sexes may mature at different rates, the difference is small compared to what we've been led to believe. The physiological differences that may exist do not justify the extreme differences in behavior that society expects.

10. Why all this attention to language and pictures in books?

Taken together, the wording and illustrations can reinforce sexist ideas. For example, a text that always shows women only in the traditional role of homemaker suggests to the child reading the book that the only right place for a woman is at home.

However, when a book has a sexist slant, it's difficult to deal with every instance of sexism. In this case, it may be better to point out a few examples to highlight the major issues.

ACTIVITY 3

The Myth and the Reality

AUDIENCE: *Teachers, secondary students*

OBJECTIVE: *To discuss some misconceptions about women who work outside the home*

MATERIALS: *Copies of The Myth and the Reality*

TIMING: *1½ hours*

HOW TO USE:

1. *Send out the activity for study before a workshop.*
2. *At the workshop, read aloud the myth column only. Discuss briefly.*
3. *Pose these questions for small group discussion: What are some other sexist myths today? Can you think of some sexist ideas that were prevalent ten years ago, but that have nearly disappeared now? myths 50 years ago? 100 years ago? Speculate on some of the reasons why the myths have changed. (People used to think that if women were granted the right to vote, the family would crumble. People used to consider it unladylike for a woman to speak out in public. A myth still alive today is that men can't care for small children. Myths die when facts prove them to be untrue.)*
4. *Have each group share their ideas with the full workshop.*

OTHER USES:

- *Pass out the activity at the workshop. Divide participants into three groups and assign each group three different myths to discuss. For each myth, they should:*
  a. *cite examples of when they have heard the myth;*
  b. *consider what might have created the myth in the first place;*
  c. *think how the myth might be harmful to women.*
- *Use with students as described above, or assign each myth (without matching reality) as a brief research topic. Have students look for facts that counter the myth.*
- *Have the group create their own myth and reality list with sexist myths about men and women.*

COMMENTS:

- *Because this activity covers so many different topics, it's best to explore them through small group discussion.*
- *Minority girls and women should be given specific information on their current economic and employment status. For a reference, see U.S. Department of Labor, Employment Standards Administration, Women's Bureau, Women Workers Today (Washington, D.C., 1974).*

- *As of June 1977, this is the most recent edition of The Myth and the Reality. Contact the Women's Bureau, Department of Labor, Bureau of Statistics, Washington, D.C., for updated statistics. However, although statistics may vary from year to year, the myths remain the same.*

U.S. DEPARTMENT OF LABOR
EMPLOYMENT STANDARDS ADMINISTRATION
WOMEN'S BUREAU
WASHINGTON, D.C. 20210

THE MYTH AND THE REALITY

The Myth	The Reality
A woman's place is in the home.	Homemaking in itself is no longer a full-time job for most people. Goods and services formerly produced in the home are now commercially available; laborsaving devices have lightened or eliminated much work around the home. Today more than half of all women between 18 and 64 years of age are in the labor force, where they are making a substantial contribution to the Nation's economy. Studies show that 9 out of 10 girls will work outside the home at some time in their lives.
Women aren't seriously attached to the labor force; they work only for extra pocket money.	Of the nearly 34 million women in the labor force in March 1973, nearly half were working because of pressing economic need. They were either single, widowed, divorced, or separated or had husbands whose incomes were less than $3,000 a year. Another 4.7 million had husbands with incomes between $3,000 and $7,000.1/
Women are out ill more than male workers; they cost the company more.	A recent Public Health Service study shows little difference in the absentee rate due to illness or injury: 5.6 days a year for women compared with 5.2 for men.

1/ The Bureau of Labor Statistics estimate for a low standard of living for an urban family of four was $7,386 in autumn 1972. This estimate is for a family consisting of an employed husband aged 38, a wife not employed outside the home, an 8-year-old girl, and a 13-year-old boy.

Women don't work as long or as regularly as their male coworkers; their training is costly—and largely wasted.	A declining number of women leave work for marriage and children. But even among those who do leave, a majority return when their children are in school. Even with a break in employment, the average woman worker has a worklife expectancy of 25 years as compared with 43 years for the average male worker. The single woman averages 45 years in the labor force. Studies on labor turnover indicate that net differences for men and women are generally small. In manufacturing industries the 1968 rates of accessions per 100 employees were 4.4 for men and 5.3 for women; the respective separation rates were 4.4 and 5.2.
Married women take jobs away from men; in fact, they ought to quit those jobs they now hold.	There were 19.8 million married women (husbands present) in the labor force in March 1973; the number of unemployed men was 2.5 million. If all the married women stayed home and unemployed men were placed in their jobs, there would be 17.3 million unfilled jobs. Moreover, most unemployed men do not have the education or the skill to qualify for many of the jobs held by women, such as secretaries, teachers, and nurses.
Women should stick to "Women's jobs" and shouldn't complete for "men's jobs."	Job requirements, with extremely rare exceptions, are unrelated to sex. Tradition rather than job content has led to labeling certain jobs as women's and others as men's. In measuring 22 inherent aptitudes and knowledge areas, a research laboratory found that there is no sex difference in 14, women excel in 6, and men excel in 2.

Women don't want responsibility on the job; they don't want promotions or job changes which add to their load.

Relatively few women have been offered positions of responsibility. But when given these opportunities, women, like men, do cope with job responsibilities in addition to personal or family responsibilities. In 1973, 4.7 million women held professional and technical jobs, another 1.6 million worked as nonfarm managers and administrators. Many others held supervisory jobs at all levels in offices and factories.

The employment of mothers leads to juvenile delinquency.

Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor.

These studies indicate that it is the quality of a mother's care rather than the time consumed in such care which is of major significance.

Men don't like to work for women supervisors.

Most men who complain about women supervisors have never worked for a woman.

In one study where at least three-fourths of both the male and female respondents (all executives) had worked with women managers, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers.

In another survey in which 41 percent of the reporting firms indicated that they hired women executives, none rated their performance as unsatisfactory; 50 percent rated them adequate; 42 percent rated them the same as their predecessors; and 8 percent rated them better than their predecessors.

May 1974 (revised)

U.S. GOVERNMENT PRINTING OFFICE : 1974 O—550-115

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402 - Price 25 cents
Stock Number 2916-00015

ACTIVITY 4

Sexism and the Future: Data Survey

AUDIENCE: *Administrators, teachers, parents, secondary students*

OBJECTIVES: *To explore facts about the current social and economic status of women*
To help educators see relationships between these facts and their professional responsibilities

MATERIALS: *Copies of "Sexism and the Future: Data Survey"*

TIMING: *45 minutes*

HOW TO USE:

1. *Divide participants into three or more groups depending on the number present.*
2. *Ask each group to choose a discussion leader and a reporter.*
3. *Hand out data sheets and assign one section (i.e., "Changes in Life Patterns of Women and Men," "Education and Socialization" or "Employment") to each group.*
4. *Ask the group to read over the information on their data sheets, then discuss the following points:*
   - *What significance, if any, does this material have for the future life patterns of our students?*
   - *What significance, if any, does this material have to us as teachers, administrators, educators?*
   - *To what extent are any immediate or long-range action plans called for as a result of assessing the implications of this page of data?*
5. *Ask each group to summarize their findings for the entire group.*

OTHER USES:

- *These basic information sheets can be used any time factual data on the current economic and social status of women is needed. Draw on these facts when you plan a talk or written communication about sex fairness.*

COMMENTS:

- *Statements backed with facts go a long way in changing stereotypes. Although some people may pick at statistics and argue with them, others are very impressed by them.*

SEXISM AND THE FUTURE: DATA SURVEY

GROUP ONE: CHANGES IN LIFE PATTERNS OF WOMEN AND MEN -- PROJECTION FOR THE FUTURE

1. **Women in the Labor Force**

   The percentage of women in the labor force is increasing. Women from every age group, marital and parental status are entering the labor force.[1]
   9 out of 10 women born after 1952 will be paid, full-time members of the working force for 25 years.[2]

2. **Birthrate**

   Women are having fewer children: birthrates in 1973 showed a decline of 6.6% among all groups, 6.8% among minorities.
   There has been a decline in the national birthrate every year since 1959, and this is predicted to continue until the year 2005 or later. Family size is also decreasing.
   The life expectancy of females is 75.9 years; of males, 68.2 years.[3]

3. **Childbearing Patterns**

   Childbearing patterns have changed over the last 25 years. The proportion of a woman's adult life devoted to childbearing and child rearing is decreasing. In 1950, 54% of all live births were to women ages 20-29; in 1975, 72% of all live births were to women ages 20-29.[4]

4. **Women as Heads of Households**

   The number of households headed by women is increasing.
   21.8% of white households are headed by females.
   37.6% of black households are headed by females.
   37.5% of households below the poverty level are headed by females.
   An increase of 26% of the number of households headed by females is predicted by 1990.[5]

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1. *Shirley McCune and Martha Matthews, "Building Positive Futures: Toward a Non-Sexist Education for All Children," Childhood Education LII (February, 1976), p. 179.*
2. *Department of Labor, Bureau of Statistics, 1974.*
3. *Statistical Abstract of the United States, U.S. Department of Commerce, Bureau of the Census, 1976.*
4. *Ibid.*
5. *Ibid.*

5. Wife's Income

Families in which the husband and wife both work are increasingly dependent upon the wife's income. This dependency is greater among white-collar families.

Wife's contribution to family income:

for all white workers: 24.9% of the median income of $17,983
for all black workers: 32.4% of the median income of $14,317
for white-collar, white workers: 28.4% of the median income of $20,207
for white-collar, black workers: 37.7% of the median income of $18,246[1]

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1. *Statistical Abstract of the United States*, op. cit.

SEXISM AND THE FUTURE: DATA SURVEY

GROUP TWO: EDUCATION AND SOCIALIZATION

1. Median Number of School Years Completed

There is little difference between the median number of school years completed by men and women, although there is for race.

white males - 12.5	black males - 10.7
white females - 12.3	black females - 11.1 [1]

2. Percentage of High School Graduates Who Attend College

Fewer female high school graduates attend college than males, although females tend to have higher grades in high school than males. 39% of the females, 53% of the male graduates of the class of 1972 attended college after graduation.[2]

3. Baccalaureate Degrees and College Majors

Females tend to major in those fields which have the lowest starting monthly salaries for baccalaureate degree graduates -- humanities, social sciences, education, marketing. Males tend to major in the highest paying fields -- accounting, engineering, physical sciences.

Male college graduates outnumber female college graduates:

10 to 1 in accounting
125 to 1 in engineering
9 to 1 in physical sciences [3]

4. Females and High School Mathematics and Science

Females tend not to take advanced mathematics and science in high school, courses necessary for advanced work in college in the higher paying fields.[4]

5. Women and Medical School

The number of women applicants to medical school has increased 200% from 1970 to 1973. Women now comprise 12.8% of all medical students. [5]

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1. *Shirley McCune and Martha Matthews, "Building Positive Futures: Toward a Non-Sexist Education for All Children," Childhood Education LII (February, 1976), p. 179.*
2. *Association of American Colleges, On Campus with Women, Project on the Status and Education of Women, June, 1974.*
3. *Statistical Abstract of the United States, U.S. Department of Commerce, Bureau of the Census, 1976.*
4. *New York Times, October 3, 1976.*
5. *On Campus with Women, op. cit., June, 1974*

6. Female College Graduates' Income Compared to Males'

Females with a baccalaureate degree make less than the median income of males with 1 to 3 years of high school.

males, 1-3 years of high school, make a median annual income of $11,511

females, 4 years of college or more, make a median annual income of $11,359

males, 4 years of college or more, make a median annual income of $18,450[1]

7. Successful Career Women and Role Models

In a survey of successful career women done by the American Association of University Women in 1975, it was found that the number of successful women was directly proportional to the number of female faculty present in the achievers' undergraduate institution.[2]

8. Prospective Female College Students' Goals

A study by the College Research Center of females who took the S.A.T. test in 1973 showed that 79% desired to pursue a career outside the home (compared to 63% in 1965).[3]

9. Years of Education Related to Participation in the Labor Force

The more education a woman has, the more likely she is to work, and for a longer period of time.

Of those who finish:

elementary school - 31% work

high school - 48% work

college - 54% work

one year graduate school or more - 71% work[4]

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1. *Statistical Abstract of the United States, op. cit.*
2. *On Campus with Women, May, 1975.*
3. *Ibid.*
4. *Department of Labor, Bureau of Statistics, 1974.*
5. *On Campus With Women, op. cit., June, 1974.*
6. *Statistical Abstract of the United States, op. cit.*
7. *On Campus With Women, May, 1975.*
8. *Ibid.*
9. *Department of Labor, Bureau of Statistics, 1974.*

SEXISM AND THE FUTURE: DATA SURVEY

GROUP THREE: CURRENT EMPLOYMENT DATA

1. **Work Life Expectancy**

The work life expectancy of a married woman after the birth of the last child is 23.8 years. A single, divorced, or widowed woman has a work life expectancy of over 30 years. A man has an average work life expectancy of 43 years. [1]

2. **Women in the Labor Force**

As of 1975, there were 37.1 million women in the labor force, or 39.9% of the total labor force. This is 45.4% of the total white female population (aged 16 or older) and 48.7% of the total black female population (aged 16 or older).
Of the total number of working women:
62.2% are married, husband present [2]

3. **Marital Status**

The majority of working women are married and have children.
62.2% of the female labor force are married
23.2% of the female labor force are single
14.6% of the female labor force are divorced
52.4% of the female labor force have children aged 6-17
36.6% of the female labor force have children under 6 [3]

4. **Distribution by Sex/Occupation**

Working women are concentrated in lower paying jobs.

Occupation	Percent of Employed Women	Percent of Employed Men
clerical/sales	33 1/3	12.3
service workers	16	8
crafts	1.5	20
technical/professional workers	16	14
administrators/ managers	5.2	14 [4]

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1. *Juanita Kreps, Sex in the Marketplace: American Women at Work, Baltimore: Johns Hopkins Press, 1971.*
2. *Association of American Colleges, On Campus with Women, Project of the Status and Education of Women, June, 1974.*
3. *Statistical Abstract of the United States, U.S. Department of Commerce, Bureau of the Census, 1976.*
4. *Ibid.*

5. Working Women and Poverty

12% of working mothers live below the poverty level (9.1% white, 33.1% black)
41.2% of working mothers who are heads of families live below the poverty level (34.4% white, 54.8% black)[1]

6. Income Statistics

The average weekly income of women is lower than that of males, regardless of race.
- white males - $225
- black males - $173
- white females - $138
- black females - $130

44.7% males earned over $10,000/year
10.4% females earned over $10,000/year[2]

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1. *Statistical Abstract of the United States*, op. cit.
2. *Ibid.*

ACTIVITY 5

Women and Work: Explorations in Career Awareness

AUDIENCE: *Administrators and teachers*

OBJECTIVE: *To explore the experiences of women working in non-traditional careers*

MATERIALS: *People resources: 6-10 women who have non-traditional careers; copies of program schedules*

TIMING: *2 - 2¼ hours*

HOW TO USE:

4 weeks prior to meeting:

- *identify 6-10 women who have non-traditional careers (suggestions for sources: parents and community members; articles and interviews in local newspapers; local women's organizations; local companies, hospitals, churches, businesses, etc.).*
- *telephone or write a letter of invitation to each woman, asking her to make a 45-minute presentation about her experiences in preparing for and working in a non-traditional career. Request that she make the same presentation twice in one afternoon.*
- *send follow-up letters confirming their participation. Suggest an outline of content for presentation (see pages 57 to 58).*
- *locate separate rooms for each of the 6-10 speakers.*

2 weeks prior to meeting:

- *send a letter to the staff who will be attending the program. Describe procedure and schedule and ask each staff member to select two preferences of presentations (see sample on page 59).*

1 week prior to meeting:

- *confirm arrangements with speakers.*
- *based on staff choices, divide into groups so that each speaker is guaranteed an audience of 15-20 in each of two sessions.*
- *send staff a notice informing them of time, room number, speaker to which they have been assigned (see sample on page 61).*
- *invite a local newspaper to cover the meeting (see sample articles on pages 62 to 64).*
- *identify hosts to introduce and accompany each speaker and to lead a discussion after their presentation.*

day of meeting:

- *make certain speakers have been met, introduced, and taken to individual rooms for presentations.*
- *visit individual speakers' presentations.*

OTHER USES:

- *"Career Day" program for students.*

COMMENTS:

- *Remind speakers and audience in advance that the career is not the focus of the discussion. The presentation and questions should concentrate on women in such careers.*
- *Although considerable advance planning is necessary, this half-day meeting has been highly successful with groups that are not openly supportive of sex fair education. The meeting generates a lot of discussion, gets people talking about jobs outside of education, and has been viewed as a good, low-key way of introducing educators to the problem. Most of all, the staff has the opportunity to meet and talk to real women in non-traditional jobs.*

SAMPLE LETTER TO PARTICIPANT
after original identifying phone call

September 22, 19XX

Ms. Jane Smithson
Smithson, Dodds, and Harris, Attorneys at Law
2435 Main Street
Suite 687
Centerville, Pennsylvania

Dear Ms. Smithson:

On October 10, 19XX, at 1:15 - 3:00 p.m., the faculty and administration of Centerville Senior High School, Centerville, Pennsylvania, will take part in an in-service presentation featuring women in non-traditional careers. We appreciate very much your willingness to participate in this program.

In the guidelines published by the Sex Fairness Coordinating Committee of the Centerville Area School District, in June 19XX, the need for staff in-service training was identified as a primary goal for implementation in 19XX-XX. Consequently, on October 10, all elementary and secondary schools will be conducting individual building programs geared to raising awareness of the problems of educational sexism.

Enclosed you will find an outline of the afternoon's schedule, as well as a list of suggested topics around which you might plan your talk.

We would like very much to have you join us as our guest for lunch at 11:45 at the Cottage Restaurant on Route #73 (Anthony Highway) in Centerville, Pennsylvania.

Please feel free to call us with any questions you may have.

Yours sincerely,

Angela Stanton,
Principal
Carl Ramirez
Laura Paul
Committee for
In-Service Program

SAMPLE CAREER AWARENESS DAY IN-SERVICE OUTLINE

Centerville Senior High School
Centerville, Pennsylvania

October 10, 19XX

WOMEN AND WORK: EXPLORATIONS IN CAREER AWARENESS

	Schedule	Session
Lunch	11:45 - 1:00	
1st session	1:15 - 2:00	20 minutes - presentation
Break	2:00 - 2:15	20 minutes - questions and discussion
2nd session	2:15 - 3:00	

Possible Topic Areas for Twenty-Minute Presentation:

1. Brief personal history sketch.
2. What it's like to be a woman working in a male oriented career.
3. Describe (briefly) a typical day or week; what kinds of activities make up most of the time in your work area?
4. Reasons for career selection.
5. To what extent do you find that people accept women (or do not accept them) in the field today?
6. Helps and hindrances in your past experience/training.
7. Where are we today in terms of opportunities and advancement for women within your field?
8. What can we as educators do to help open up more choices for our students?
9. Personal anecdotes encouraged.

SAMPLE STAFF NOTICE FOR CAREER AWARENESS IN-SERVICE

FORM IS DUE TODAY, PLEASE September 30, 19XX

To: Faculty

From: Angela Stanton, Principal

Subject: In-Service Day Program, October 10, 19XX

The In-Service Program for October 10, 19XX, is the result of the combined effort of the Sex Fairness Coordinating Committee of the Centerville Area School District and the District's Guidance Program. The meeting at our school is geared to raising our awareness of the problems of educational sexism.

Seven women, who have been successful in occupations not ordinarily associated with women, will be our guests. Their presentations will be available to you according to the following format.

There will be two sessions of individual presentations. You will have your choice of which ones you would like to attend. Please sign up for attendance and follow through by attending the two sessions to which you are assigned.

The first session will begin promptly at 1:15 p.m. and conclude at 2:00 p.m. The second session will begin at 2:15 p.m. and finish at 3:00 p.m.

- -

Please complete today and return your choices to the office.

Your Name:

Indicate your 1st, 2nd and 3rd choices of the sessions you wish to attend:

( ) Rev. Greta Shawn, Centerville Presbyterian Church - Room 214

( ) Ms. Jane Smithson, Attorney, Centerville - Room 216

( ) Mrs. Maria Martinez, Foreman, Bell Telephone Company - Room 218

( ) Ms. Tamara Johnson, Sports Writer, The Centerville Bulletin Room 219

( ) Ms. Estella Cusanelli, Owner and Manager, chain of retail meat outlets, New Center, Room 220

( ) Miss MaryLou Owens, Senior Vice President, Centerville Savings Fund Society, Centerville, Room 223

( ) Dr. Sheila Levy, Kidney Specialist, Centerville Hospital, Room 226

SAMPLE FACULTY ASSIGNMENT NOTICE FOR CAREER AWARENESS IN-SERVICE

October 6, 19XX

To: (name filled in)

From: Committee for In-Service Day

Subject: Your schedule for Wednesday afternoon, October 10, 19XX

Thank you for submitting your choices for programs for Wednesday. We were able to assign you as follows:

1st session: 1:15 to 2:00 p.m.__ _____ _____

2nd session: 2:15 to 3:00 p.m.__ _____ _____

- -

SAMPLE REMINDER NOTICE

October 6, 19XX

To: Faculty

From: Angela Stanton, Principal

Subject: October 10th In-Service Meeting

The purpose of the in-service meeting is to introduce seven successful women in non-traditional careers. Specifically, they have been asked to discuss a personal life history sketch; reasons for career selection; the day-to-day coping with acceptance (or the lack of it) in a male-oriented career; how we as educators can help open up more career options for our students.

The career itself is <u>not</u> the focus of the discussion.

I hope you will find it an interesting and worthwhile program.

DAILY LOCAL NEWS, West Chester, Fri., Oct. 10, 1975

Working women

By KAREN KAMINSKI
and TRISHA COFFIELL
(Local News Correspondents)

What is it like to be a woman doing a "man's job.?"

Seven women employed in traditionally male professions attended an In-service Day at Conestoga High School, Wednesday to discuss sexism with the faculty.

The program, "Found Women; Explorations in Career Awareness," was designed to help teachers become aware of the problems of educational sexism. It also served to broaden their awareness of career options for the students.

These successful women — a doctor, attorney, minister, foreman, sportswriter, bank vice president, and store owner and manager — individually discussed career opportunities, job discrimination, and solutions of sexism.

CAROL CLARFELD
. . .Philadelphia attorney

DR. SUSAN SYREK
. . .kidney specialist

PHYLLIS EWING
. . .store owner, manager

All-female firm

Carol Clarfeld is a lawyer. Her partnership, Mottola and Clarfeld, was the first all-female firm established immediately after law school graduation.

Although the job market for attorneys is slim, female lawyers are in heavy demand. "There are not enough female lawyers to meet the job openings," Ms. Clarfeld said. "It's our turn now!"

The field is good for women because it is flexible and covers many areas of interest. "If you are flamboyant you can go into the courtroom. If not, there is research," she explained.

The stereotype of a lawyer wearing a three-piece pinstriped suit is rapidly diminishing. "My partner's daughter couldn't understand when she saw a male lawyer on television," Ms. Clarfeld said. "She thought all lawyers were women!"

She chose medicine

Dr. Susan Syrek is the seventh generation of a family of physicians. But when she decided at age 13 to become a doctor, she was reluctant to tell anyone.

"This was not the thing most girls decided on," she explained. "People thought you were wierd."

When Dr. Syrek entered medical school she already had one child. When she finished her residency she had four.

Mixing children and a career is difficult, she admitted, but it used to be considered impossible.

Women should be encouraged to commit themselves to a career. Today's opportunities are better than ever, with 20 to 30 per cent more women in the medical field.

"You don't have to be a nurse when you can be a doctor," she emphasized.

Alone in business

Phyllis Ewing became the owner and manager of a chain of stores by circumstance, but she was determined to do the job.

"I am a woman, alone in business," she said, "and this is not an unusual situation." Mrs. Ewing and her husband ran the chain of retail meat outlets on the east coast until her husband died in a plane crash three years ago.

"People doubted whether I could handle it when everything was dumped in my lap," Mrs. Ewing said, "but I just kept working, and now I am sole stockholder of 15 stores in a chain."

Mrs. Ewing was raised in an unusually nonsexist home in Iowa. Both parents worked, and her mother was crippled so her father did much of the housework.

"I didn't have too many problems taking over," she said. "Many people won't listen to a woman, but after awhile they realize you know what you're talking about."

In addition to her business, Mrs. Ewing has four children, ages 5 to 15. "I am just like any other mother," she said. "I bake cookies and go to Brownie meetings."

Mrs. Ewing urged the high school faculty to give the children a "you can do it attitude."

"To be a woman in business you need guts," she said, "and you can't be afraid to make decisions."

discuss sexism

FREDA I. MILLAR
PSFS senior vice president

Alternative to marriage

Marriage is not the only alternative for women and Freda Millar wants young to know this. She is Senior Vice President of the Philadelphia Savings Fund Society. girls to know this. She is Senior Vice President of the Philadelphia Savings Fund Society.

"When I grew up girls could be a nurse, a teacher, or a secretary, and the ultimate goal was to get married," Millar said, "And no little girl should be raised with this stigma."

"Instead little girls should grow up feeling that there are no restrictions on a career they can choose," she said.

Millar explained that some managers don't want to hire young women, because they fear the woman will get married or pregnant and leave after money is spent on training them. "So you hire a bright, young man," she said, "You train them, and they leave for another place."

"If women want to move up the line in business, they can," Millar said. She worked her way from stenographer to vice president in the 43 years she worked at P.S.F.S. She said she encountered little discrimination or prejudice, and her only regret was not getting more education. She received her degree in Business Administration from the University of Pennsylvania.

"One word of caution," Millar said, "Being in business is hard work, but it is just as hard for a man."

JEANNE DiPIETRO
. . .Foreman, Bell Telephone

A little better

Jeanne DiPetro is a service center foreman at Bell Telephone Co. Until six months ago she was the only woman in this position.

"I've never felt any real resentment against me but I have felt eyes," she said. "I've always had to do a little better to be considered satisfactory."

This she discounts as a fact of life.

Mrs. DiPetro's duties, primarily administrative, deal with the installation and repair of telephones. She is also responsible for the analysis of any trouble within the department.

"I never really selected a career," she said. "It just happened."

Mrs. DiPetro joined the firm after high school graduation because it had a good reputation for security and pay. She chose to stay because she liked it.

"If I had transferred to another department my chances for a promotion would have been better," she said.

She did not transfer but got the promotion anyway because of "some men who had faith in me," the equal rights and women's lib movements, and a bit of luck.

Work roles are changing

D. D. EISENBERG
. . .Philadelphia sportswriter

She's a sportswriter

D.D. Eisenberg's job takes her anywhere from a tennis match, to the Eagles' game, to the Flyer's locker room. Eisenberg is the only woman sportswriter for the Philadelphia Bulletin. She claims the only way to describe her unconventional position is "uncomfortable and difficult."

"I work with 23 men," Eisenberg said, "And they were nice when I started, but I felt a lot of pressure."

Anticipating harsh judgement from her male co-workers, Eisenberg labored for hours on her first article, making sure her statistics and vocabulary were correct.

"But, also, women can be their own worst enemies." she said, "You can make the pressure yourself because a woman feels an insecurity in a male profession."

Born in Memphis, Tenn., Eisenberg came to the Bulletin four years ago, starting in the fashion section. She filled an opening in sports one year ago. Night games, 6 a.m. deadlines, and afternoon interviews comprise a hectic schedule for her.

"The hardest thing for me is getting spontaneous quotes in the locker room," Eisenberg said, "But the situation of women in the locker room is built up to be more than it is."

Eisenberg does get first hand post-game reactions, although sometimes she does wait outside the locker room.

Concerning the Flyers, Eisenberg learned that the players' wives, not the players, objected to females.

"Things are really changing though," Eisenberg said, "Now girls have heroes in sports such as Billy Jean King and Chris Everett." "But it has to start when the girls are very little," she said, "They should be encouraged and given lots of opportunities."

REV. MARCIA ARKEMA
. . .Wayne Presbyterian Church

She's a minister

There is one major flaw with the Equal Rights Amendment, according to the Rev. Marcia Arkema of the Wayne Presbyterian Church.

"What right does a man have to give me my rights?" she asked.

Although women are accepted as doctors and lawyers, the Rev. Arkema has met resistance as an ordained minister. "Some women are more concerned with the length of my dress than the content of my ministry," she said, adding that one must judge the sincerity of a person's call regardless of sex.

The Rev. Arkema has encountered many instances when her sex has benefited her. Female counseling is much better, for example.

BECOMING SEX FAIR

Now that you know what sexism is, how can you work toward eliminating sexism in the school and in the classroom?

Try to remember some sexist practices from your childhood that you already noticed disappearing. Could the girls in your high school go out for track? Could the boys take a course in child care? Now think of the sexist practices in your district that you are going to work hard to eliminate this year ... jot them down. At the close of school this year, look at your list to see if there has been any change.

The activities in this section center on the identification of sexism in schools and practical ways an aware educator can work to eliminate them.

Page

Activity 6 - Self-Evaluation Checklists 67

Activity 7 - Identifying Sexism in Schools 69

A surgeon awarded The Congressional Medal of Honor for services on the battle field in the American Civil War was ...
Dr. Mary Walker.

ACTIVITY 6

Self-Evaluation Checklists

AUDIENCE: *Professional educators*

OBJECTIVE: *To create an awareness of and help participants recognize examples of sexism in the school*

MATERIALS: *Copies of Self-Evaluation Checklist: separate checklists are provided for teachers, administrators, guidance counselors, media specialists and physical education instructors. (Refer to Stage One Manual, pages 65-97.)*

TIMING: *One hour*

HOW TO USE:

1. *Hand out the appropriate checklists in advance so that staff members can read and respond to them before the meeting.*
2. *Divide the workshop into small discussion groups of 4-5 people in each. Depending on the audience, there are different ways to form groups. Some possibilities --*
   - *in a mixed audience, divide by profession -- teachers in one group, guidance counselors in another, etc.*
   - *if everyone in the audience is a teacher, divide by elementary and secondary, by subject, or by team.*
3. *Review with the group the directions preceding the checklists.*
4. *Ask each group to list:*
   - *questions raised by the checklist.*
   - *additional examples of sexism in the school.*
   - *suggestions for adapting the checklist to individual use.*
5. *Post each group's list and allow several minutes for all participants to review the lists.*
6. *Ask someone from each group to summarize their findings.*
7. *Lead a full workshop discussion of the checklists. Focus on how a staff member's actions and expectations can create a "hidden curriculum" of sexism in the school.*

OTHER USES:

- *Skip the small group discussions; instead, review the checklist for your position, giving examples of how you've acted in some of these situations. Encourage others to contribute their examples, too.*
- *Hand out checklist at meeting, rather than ahead of time.*
- *Staff can use many of these questions to spark lively student discussion of sexism.*
- *A principal along with teachers and other staff can fill out the checklists anonymously and compile them. Once the answers are tallied, the principal and several teachers can plan a sex fairness workshop based on school needs.*

- *At a later meeting, staff members can report on the progress made toward the goals stated on the checklists.*
- *Staff members can repeat the self-rating process after several months, and compare the results with earlier ratings.*
- *A staff member may want reminders when he or she acts in a sexist way. The checklist can help if that person asks students or colleagues to speak up any time they notice his or her falling into the sexist patterns described on the checklist.*
- *Educators may wish to discuss the problem of racism also, by using the categories on the checklist.*

COMMENTS:

- *You'll find different versions of the checklist for teachers, administrators, guidance counselors, media specialists, and physical education instructors. They are designed to help each staff member identify problems specific to her or his profession.*
- *The checklists provide a good way to illustrate that sexism is more than textbooks with a sexist slant. It is anything an educator may do to suggest that students should conform to sex stereotypes.*
- *If you have used these checklists before (during Stage One), you may want to use this opportunity to review progress toward increasing sex fair behavior.*

ACTIVITY 7

Identifying Sexism in Schools

AUDIENCE: *Teachers; students, grades 5-12*

OBJECTIVES: *To identify both direct and subtle sex stereotyping in schools*
To help teachers and students change sexist behavior

MATERIALS: *Copies of "Sexism is..."; optional: an overhead projector, blackboard or large sheets of blank paper*

TIMING: *45 minutes*

HOW TO USE:

1. *For teachers: At an in-service workshop, define the meaning of the word "sexism." (See Activity 1.)*
2. *Read "Sexism is..." aloud or project it on a screen.*
3. *Divide the workshop into several groups. Ask each group to list as many additional examples of sexism as possible, without worrying about whether the examples are "right" or "wrong."*
4. *On a blackboard (or elsewhere), compile group lists into a master list.*
5. *Discuss how these examples can condition or restrict the expectations of boys and girls.*

OTHER USES:

- *For students: Teachers can help older children recognize sexism by using "Sexism is..." as a classroom activity. Use the activity in the same way as that described above.*

COMMENTS:

- *Conduct the discussion in an open, accepting way so that participants can talk about their ideas and prejudices without fear of embarrassment.*
- *Be prepared to answer questions on why each item in this activity is sexist.*
- *Students may also construct a list of statements on "Racism is..." The statements on sexism and racism can be discussed as two kinds of prejudice that violate the principles of equality.*

SEXISM IS ...

forming a boys' line and a girls' line.

thinking all girls are alike.

asking boys to carry heavy books.

pitting boys against girls in a spelling bee.

saying you prefer teaching boys or girls.

using phrases such as "cute, sweet girls" or "tough, strong, big boys."

saying "she can play as well as a boy can."

punishing boys by making them sit with girls.

meeting a new class of students and assuming the boys will be the leaders and the girls will take notes

asking only girls to help with attendance.

expecting boys to be president of the student council.

assuming girls' primary function or goal should be motherhood.

forgetting that boys may someday become fathers and husbands.

being proud when a boy gets in a fight and upset when a girl does.

thinking boys talk shop and girls gossip.

believing in a double standard.

always appointing a male teacher to be in charge of the building when the principal leaves.

asking only girls to babysit for school functions.

using "he" when referring to both boys and girls.

marking packages "boy" or "girl" for Christmas gift exchanges.

DEALING WITH SEXIST MATERIALS

Can you present a balanced view when many of your teaching materials are biased?

You can, as the activities in this section illustrate.

As you use the activities and ideas in this section, you may realize that a thorough revision of the curriculum is essential for sex fair education.

Stage Three of this program, Revising the Curriculum, provides a comprehensive, one-year model for planning how to make the curriculum sex fair. It is designed to begin after Stage Two is complete. However, some districts may want to begin the process earlier, during Stage Two, when teachers begin to evaluate materials for sex bias and to make sex fair assignments. If teachers in your district ask for immediate help in eliminating sexism, you may wish to launch Stage Three while Stage Two is underway.

Page

Activity 8 - Guidelines for Equal Treatment of the Sexes 75

Activity 9 - Suggestions for Working with Sexist Materials 77

Ms. Vinnie Ream sketched Abraham Lincoln during the last months of his life. A statue based on this sketch now stands in the Rotunda of the U.S. Capitol.

ACTIVITY 8

Guidelines for Equal Treatment of the Sexes

AUDIENCE: *Educators or parents with some background in sex fairness*

OBJECTIVE: *To identify sexism in teaching materials*

MATERIALS: *Copies of Guidelines for Equal Treatment of the Sexes by McGraw-Hill and "What Is a Non-Sexist Children's Book" (refer to Stage Three Manual, pages 38-45); district textbooks to illustrate sexism as described in each section of the activity. Choose books on several subjects and for different grades.*

TIMING: *45 minutes*

HOW TO USE:

1. *Pass out copies of the McGraw-Hill guidelines and a note on their purpose before the meeting so that participants can prepare for discussion.*
2. *Summarize the four sections of the guidelines: "The Roles of Women and Men," "Portrayals: Human Terms," "Language Considerations," and "Parallel Treatment." Illustrate each section by pointing out examples from your district's textbooks.*
3. *Talk about the larger issues of sex fairness, supporting them with examples from the guidelines. For instance, you'll find many good specifics to show how stereotyping limits both sexes. But don't get sidetracked trying to discuss every example in the activity.*
4. *Draw from the group ideas for using or creating materials to balance sexism in textbooks.*

OTHER USES:

- *If you can't pass out the guidelines before the meeting, first give an overview of major points, then focus on "The Roles of Women and Men" and/or "Portrayals: Human Terms."*
- *Or divide the meeting into four groups, assigning a different section to each group for discussion. Then ask each group to summarize.*
- *Use "What Is a Non-Sexist Children's Book" in the Stage Three Manual for additional guidance in evaluating teaching materials. While these points overlap the guidelines, they provide a positive statement on what is needed in non-sexist materials.*
- *Have you checked your materials for racial bias? Are members of minority groups represented? You might check these at the same time you look for sexism. For instructions, see Guidelines for Creating Positive Sexual and Racial Images in Educational Materials (New York: Macmillan Publishing Co., Inc., 1975).*

COMMENTS:

- *Many publishers have written guidelines for identifying sexism in textbooks. McGraw-Hill originally wrote their guidelines to make their staff members and authors "aware of the ways in which males and females have been stereotyped in publications; to show the role language has played in reinforcing inequality; and to indicate positive approaches toward providing fair, accurate, and balanced treatment of both sexes in our publications." Later, many concerned educators and parents adapted and used McGraw-Hill's guidelines to identify sexism in all teaching materials. Note that the guidelines are thorough; don't use them with a group new to this topic.*

ACTIVITY 9

Suggestions for Working with Sexist Materials

AUDIENCE: *Teachers of elementary students*

OBJECTIVE: *To identify and counteract sex stereotyping in teaching materials*

MATERIALS: *Teaching materials and reading books currently in use; magazines; copies of "Suggestions for Working with Sexist Materials"*

TIMING: *Timing varies according to each suggestion. Most suggestions require less than 40 minutes.*

HOW TO USE:

Each of the seven suggestions on the next pages can be coordinated easily with existing units of study. They can be used in any order, independent of one another.

Suggestion 1: *Finding Sex Ratios. Use to illustrate that most children's books have a 4:1 ratio of males to females.*

Suggestion 2: *Where Are the Women? Use as a guide to adding more women to units you are now teaching.*

Suggestion 3: *Who Does What? Use to point out that most children's books show boys and girls acting in stereotyped ways.*

Suggestion 4: *What Do People Say? Use to show that in children's books, what boys and girls have to say usually conforms to stereotypes.*

Suggestion 5: *Sex Fair Bulletin Boards. Use these to supplement biased texts or units.*

Suggestion 6: *Rewriting Sexist Stories. Use as an exercise to illustrate that gender should be irrelevant to most activities.*

Suggestion 7: *Letters to Publishers. Use to alert publishers that you are serious about finding sex fair teaching materials.*

COMMENTS:

Each suggestion is designed to help you deal with teaching materials that present a limited view of women and men. You can continue to use such books until it is time to purchase new ones. However, it's essential that you alert children to sex biases in these materials and that you give examples of positive role models for children of both sexes.

SUGGESTIONS FOR WORKING WITH SEXIST MATERIALS

SUGGESTION 1: Finding Sex Ratios

Did you know that most elementary reading books have a consistent pattern of sexism? If you count the number of positive role models in most children's texts, you'll almost always find a ratio of four males to each female. This holds true whether the ratio is for boys to girls, famous men to famous women, or ordinary men to ordinary women.

Consider the message this 4:1 ratio signals to children, especially girls: that women are less important than men, have accomplished less, and need less preparation for the world.

This assignment is a lesson in critical thinking. Its objective is to help students recognize bias in texts. As described below, students first count the number of characters in a story by sex, then discuss the meaning of what they've found. You can use this assignment with a reading group or as an independent activity.

- Select (or have students select) the books to be analyzed.
- Make copies of the chart below.

How Many? Boys and Girls in Books
Book Title _____
Chapter _____

	Male	Female
Main character		
No. of characters (children)		
No. of characters (adults)		
Animals		
Author		

Probable odds are 4:1 that males outnumber females.

- Have each child or group use the charts to tally characters by sex from each book.

Was the main character male or female? (Mark on chart.)

How many children were male? female?
What's the sex of each animal in the story (as determined by name or pronoun)?
Was the author male or female?

- Discuss:

Are there more male or female characters in the story?
What was the most important thing the main character was doing?
Could this be done by a character of the opposite sex? Why or why not?
Does the mother work outside the home? Does the father?
Does the story seem to say that boys or men should do one thing while girls or women should do something else?
Does the book use the pronoun "he" to refer to everyone?
Is the story sexist or free of sex bias?
Why do women writers sometimes use male pen names?

SUGGESTION 2: Where Are the Women?

Make assignments to compensate for the ommission of women in texts. For example, if you're teaching a unit on the colonial period, assign several students to research and report on such women as Louisa Lee Schuyler, Barbara Frietschie, Kate Cumming, and Belle Boyd. The reference work Notable American Women, 1607-1950: A Biographical Dictionary (Cambridge, Mass.: The Belknap Press of Harvard University Press, 1971) is a good source in which to find these and other important women.

Or you might supplement a biased science book by discussing such scientists as Annie Cannon, Maria Mitchell and Sarah Whiting. Ask students to speculate on why few women were leaders during the early years of modern science. To what extent is this changing today? Is it likely to continue to change?

SUGGESTION 3: Who Does What?

Help children identify sexism in a particular reading text by discussing these questions:

Who has most of the fun in the book, boys or girls?
Who solves the most problems?
Who works the hardest?
Who is the most interesting character?
Who is the best leader?

Or assign each student one chapter to analyze for exclusion of women or stereotyping of women and men.

Are girls in the story passive or active?
Do their activities center around housework?

Are girls "put down" or made to look inept?
Are women labeled as gentle, submissive, patient, easily frightened?
Do girls have more mishaps or make poor decisions?
Are they helped by boys?
Are women shown in uncomplimentary ways -- nagging, angry, or cruel, as in fairy tales?
What about the men? Are they stereotyped as athletic, strong, fearless, tall and dark?

SUGGESTION 4: What Do People Say?

Have students list remarks made by girls and women and those made by boys or men in a story or chapter. Do the quotations conform to sex stereotypes?

SUGGESTION 5: Sex Fair Bulletin Boards

Create bulletin boards to supplement the text. For example, students might clip and post magazine pictures of men and women behaving outside the usual stereotypes -- a boy washing dishes, a woman wearing a construction hard hat, a father being nurturing.

SUGGESTION 6: Rewriting Sexist Stories

Rewrite or tape a sexist story to make it fair to both sexes. This could be done by changing the name of the main character from a boy's name to a girl's name. Or change the ending so that a girl solves the central problem of the story. Then discuss why children of either sex could do any of the activities in the story.

SUGGESTION 7: Letters to Publishers

Write letters to publishers discussing bias in their books. Point out that when you buy new materials, you will use sex fairness as one important criterion in your selection.

MAKING SEX FAIR ASSIGNMENTS

Can you help students understand what sexism is and how it affects them?

Yes. The classroom activities in this section give you specific, easy-to-use assignments for elementary and secondary students. Here's some help until the non-sexist texts arrive.

Page

Elementary:

Activity 10 - Thinking about Girls and Boys 85

Activity 11 - Examining Sex Roles:
Assignments for Elementary Students 89

Activity 12 - When I Am Eighty 93

Secondary:

Activity 13 - Androgyny Test 99

Activity 14 - What's Your Sexism Quotient? 103

Activity 15 - Examining Sex Roles:
Assignments for Secondary Students 107

Activity 16, I - What's Your S.Q.? A Variation 111

Activity 16, II - What Do You Value? 113

Mt. Holyoke Female Seminary was founded in South Hadley, Mass. in 1837 by Mary Lyon. It became Mount Holyoke College in 1893.

ACTIVITY 10

Thinking about Girls and Boys

AUDIENCE: *Elementary students*

OBJECTIVE: *To explore stereotypes about students' relationships with the opposite sex*

MATERIALS: *Copies of "Thinking about Girls and Boys"*

TIMING: *30 minutes*

HOW TO USE:

1. *For third through sixth graders, have children answer each question with this scale:*
   1 = never
   2 = very seldom
   3 = occasionally
   4 = often
   5 = very often
   Tell students that papers won't be collected or scored.
2. *They should answer questions about the opposite sex only. Have girls read through the questions and cross out the word "girl" each time it appears; have boys cross out the word "boy" in each question.*
3. *In small groups or as a class, discuss:*
   - *Do you have many friends of the opposite sex?*
   - *What are some ways to make such friends?*
   - *Should boys and girls be able to participate freely in the same activities?*
   - *Why or why not?*
4. *For first and second graders, read the questions aloud and have them answer Y (yes) or N (no) as they choose.*

OTHER USES:

- *Use during an in-service workshop for elementary teachers. Discuss: What can the teacher do to help children have more relaxed friendships with the opposite sex?*

COMMENTS:

- *Don't score or tally the results of the questionnaire. Instead, use it as a guide to an informal discussion.*

THINKING ABOUT GIRLS AND BOYS

Girls should answer questions about boys. Boys should answer questions about girls.

	YES	NO
1. Do you talk to boys/girls in the classroom?	☐	☐
2. If given the chance, will you sit next to a boy/girl in the classroom?	☐	☐
3. Do you eat lunch with boys/girls at school?	☐	☐
4. Do you play with boys/girls during recesses?	☐	☐
5. Do boys/girls ask you to join in their recess activities?	☐	☐
6. Do you ask boys/girls to join in your recess activities?	☐	☐
7. Do you walk to or from school with boys/girls, other than a brother or sister?	☐	☐
8. Do you play with boys/girls outside of school?	☐	☐
9. Do you ask boys/girls if you can join in their recess activities?	☐	☐
10. Have you ever had a close friend who is a boy/girl?	☐	☐

ACTIVITY 11

Examining Sex Roles: Assignments for Elementary Students

AUDIENCE: *Teachers; elementary students from kindergarten through sixth grade*

OBJECTIVES: *To prepare teachers for identifying sexism in the curriculum*
To help children identify sexism, its causes and effects

MATERIALS: *Current magazines, blank paper, crayons, paste, scissors; copies of "Examining Sex Roles: Assignments for Elementary Students"*

TIMING: *15 - 45 minutes; varies by assignment*

HOW TO USE:

The following 8 assignments can be used independently of one another, in any order. Select those which seem most suited to your students' needs.

Assignment 1: *The Gift List.* *Use to show that gifts often are selected by sex stereotype.*

Assignment 2: *Action on the TV Screen.* *Use to point out how TV characters frequently reinforce sex stereotypes.*

Assignment 3: *Between Two Covers.* *Use to show that books do not always reflect male and female roles similar to the ones in our lives.*

Assignment 4: *Consciousness-Raising Game.* *Use to alert students to the idea that gender need not bar us from certain activities.*

Assignment 5: *People Working.* *Use to illustrate that men and women can pursue non-traditional careers.*

Assignment 6: *I Like To...* *Use to help students see that children of the other sex can participate in most activities.*

Assignment 7: *Growing Up Bulletin Board.* *Use to encourage students to think about stereotyped and non-stereotyped careers.*

Assignment 8: *What's in a Comic?* *Use to show that characters in comics are often based on old stereotypes.*

OTHER USES:

- *When you see incidents of sexism in your class or school, counter them by using one of these assignments as a springboard to discussion.*

COMMENTS:

- *Children learn many lessons in sexism before they enter school. Books, comics, TV, peers and well-meaning adults spell out sex-role stereotypes that encourage boys to act one way, girls another. Sometimes the lesson is direct -- "little girls don't climb trees"; sometimes it's veiled -- "Janet wants a tool kit for her birthday, but I know she'll like this tea set better." Directly or indirectly, the child learns the lesson and the individual is lost in the process.*

- *The danger is that the schools will reinforce the same sexist limitations on children. Students need to discover early in their school years that there is no such thing as "masculine" knowledge or "feminine" knowledge, for there are many casualties of such restrictions -- like the boy with musical ability who suppresses his interest out of fear that his friends will laugh at him, or the girl who's mechanically apt, but feigns ignorance of how a motor works because she's been told that mechanics are a boy's province. And for those children who suffer from racial discrimination, sexism is a double burden.*
- *To avoid such limitations, a child must recognize what stereotyping is, what causes it and how it affects people. With the following activities, you can help elementary school children openly examine sex roles and the forces that shape the stereotypes.*

EXAMINING SEX ROLES: ASSIGNMENTS FOR ELEMENTARY STUDENTS[1]

ASSIGNMENT 1: The Gift List

This assignment is a good one to use near holidays. It shows that gift selection is influenced by sex stereotypes and that sex stereotypes are reinforced by gift selections.

Have students list the members of their families, separating each name by several spaces. After each name, the child should show (by drawing or pasting pictures from magazines) several gifts suitable for that person.

Discuss: Could each gift be given to someone of the opposite sex? Why or why not?

ASSIGNMENT 2: Action on the TV Screen

How do people on TV reflect sex-role stereotypes? Use this activity to show how.

Have children select a TV program for viewing at home. After they've seen it, ask students to role play one portion of the show. Help them identify characteristics of the people portrayed.

Discuss: Do you know real people like the ones shown on the program?
Are most women like the women (or girls) in the show?
Are most men like those shown?
Encourage them to cite examples from other TV shows.

ASSIGNMENT 3: Between Two Covers

Help your students see that male and female roles in books do not always reflect our lives and experiences.

Select a text the children know. Have them evaluate pictures and action in the book, comparing them to reality.

Discuss: Did the girls and boys in the pictures act like you or your family?
Did the adults in the pictures remind you of adults you know?

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1. *Adapted from the National Foundation for the Improvement of Education, Today's Changing Roles: An Approach to Non-Sexist Teaching, 1974, and the Emma Willard Task Force on Education, Sexism in Education, 1973.*

ASSIGNMENT 4: Consciousness-Raising Game

Assign children this topic for writing: If I were a boy/girl, I would like to_____.

Discuss: Do students feel they can't do or become what they've described because of their sex? For instance, if a girl says, "If I were a boy, I would climb trees and play baseball," ask her why she thinks she can't do these things as a girl. Try to be as open as possible indicating that they are not limited by past stereotypes.

ASSIGNMENT 5: People Working

Using current magazines or advertisements, have children find and cut out pictures of women and men in traditional and non-traditional roles or occupations.

Discuss: To what extent is student reaction more favorable to women who fit the traditional concept of "feminine" and men who fit the traditional concept of "masculine"?

To follow up, construct a bulletin board from the pictures to show men and women in both traditional and non-traditional roles.

ASSIGNMENT 6: I Like to...

Assign students to list fifteen things they like to do. Compare lists, then talk about "boy" activities and "girl" activities.

Discuss: Is there any real reason why these activities can't be done by any person who enjoys them?

ASSIGNMENT 7: Growing Up Bulletin Board

Have students find or draw pictures of what they want to be when they grow up. Paste the illustrations on the bulletin board.

Discuss: What do you need to know or do to follow each career?
Can both boys and girls pursue each of these careers?

ASSIGNMENT 8: What's in a Comic?

Have students bring in a variety of comic books.

Discuss: What are the men and women like in these comics?
How are they different from real men and women?

ACTIVITY 12

When I Am Eighty

AUDIENCE: *Teachers and students*

OBJECTIVE: *To help students set goals for the future*

MATERIALS: *Imagination, paper, pencil, rolls of paper cut in strips, magazines, scissors, paste*

TIMING: *Two or three class periods, 45 minutes each*

HOW TO USE:

1. *Make writing assignment: "Pretend it is your 80th birthday. Look back on your life and write a brief autobiography about your life after high school. Be sure to tell about your personal accomplishments and achievements."*
   For pupils having difficulty getting started, have each make a time line (on rolls of paper) representing periods in their lives. It helps if they mark off the lines in ten-year intervals. They can then look through magazines and cut out pictures to paste on the line depicting high (and low) spots of their imaginary eighty years. Then they can write the autobiography, adding details as they go.
   The writing can take as little as one class period, or as much as several class sessions for those who make a time line.
2. *Tally and summary. Read the autobiographies and circle all words or phrases which indicate accomplishments, achievements, milestones or possessions. Make two tally sheets, one for boys, one for girls. Organize accomplishments, etc., into categories. Write these on large sheets of paper that all students can see, or duplicate the results and hand out copies to students. (Figures 1 and 2 show how this was done by one fifth-grade teacher with autobiographies from 13 boys and 12 girls; pages 95-96.)*
3. *Generalize. Have students look at the tally sheets you made from their autobiographies. Ask: "Looking at the information about boys, what could we say in general about the education of boys?" Write generalizations on the board. Ask the same question about the other categories for boys. Then repeat the procedure for the girls' tally. Your generalization lists may look something like the ones in Figures 3 and 4, page 97.*
4. *Conclude. Finally, ask the class to draw conclusions about what boys and girls expect of themselves, based on the generalization lists. Your conclusion list may look something like the one in Figure 5, page 98.*

OTHER USES:

- *After the students write the autobiography, tally responses outside the class, and draw your own generalizations from them. You may then discuss the generalizations with the class.*

- *After you complete this activity, share the results with other teachers and with administrators and parents at in-service meetings.*

COMMENTS:

- *This activity opens people's eyes since it illustrates how strong sex-role stereotyping can be.*
- *You will probably notice that even at this age, children use gender as one limitation on what they hope to achieve.*
- *Read all the generalizations carefully. Through the children's eyes, we can see the purpose of an entire sex fairness program contained in this one activity.*

FIGURE 1 - WHEN I AM EIGHTY

SAMPLE SUMMARY - BOYS (13)*

Education

College 5
Harvard 1
Penn State 3
UCLA 2
Univ. of Houston ... 2
Northwestern 1
Jefferson Medical School 1
Scholarship 2
Bio-Chemistry 1
Animals 1
Drop-Out 1
Postgraduate work 2

Jobs

Dental Surgeon 1
Ranger 1
Writer 1
Artist 1
Olympic Swimmer 1
Car designer 1
Policeman 1
Oceanologist 1
Miami Dolphins 1
Accountant 1
Banker 1
Electronics Engineer . 1
Secretary 1
Research Doctor 1
Computer Programmer .. 1
Research Chemist 1
Medical Doctor 2
Lung cancer research . 1
Lawyer 1
Veterinarian 1

Achievements

Knowledge 1
Diagnosed & cured disease 1
Cure for cancer 2
Rich 4
Second person in space 1
"Novel" Prize 1
World famous 1
Guiness Book of Records 1
Billionaire 1
Set up office 2
World Famous Dental Surgeon 1
Travel 1
College football 1
Shark expert 1
Own show 1
Round world tour 1
TV show winner 1
"A" average 1
Champion chess player 1
$2,000,000 contract .. 1
Saved peoples' lives . 1
Basketball star 1
Olympic gold medal ... 1
Pro basketball player 1

Marriage & Family

No marriage 3
Married 6
Wife 2
Working wife 1
Live together 1
Dancing 1
Honeymoon 1
Three boys 1
Girl 4
Boy 6

Possessions

Dozen cats & dogs 1
Beautiful home 2
Nice house 2
Swimming pool 2
Show business place .. 1
Boat 1
Seven planes 1
Six helicopters 1
Ten cars 1
Car 4
Porsche 911S 1
Alpha Romero 1
Mercedes 450S 1
Corvette 1
Camaro 1
Money 1
Diamond ring for wife 1
Trip around world 1
Guitars 1
Souvenirs 1

---

* Numbers refer to how many students mentioned a particular item in their autobiographies.

FIGURE 2 - WHEN I AM EIGHTY

SAMPLE SUMMARY - GIRLS (12)*

Education

College 5
Colby 1
Penn State 2
Duke 1
Yale 1
Pre-law 1
Criminal law 1
Archeology 2
Scholarship 1

Jobs

Army 1
Stay home 1
Train horses 2
Riding teacher 3
Store clerk 1
Teaching 2
Writer 2
Movie star 1
Drug store clerk 1
Ice cream parlor 1
Secretary to Doctor .. 1
Criminal lawyer 1
Judgeship 1
Nurse 1
Doctor 2
Veterinarian 1
Archeologist 1

Achievements

Olympics 1
Florida honeymoon 1
Famous movie star 1
Rich 3
Travel 2
Found old relics 1
Head of Veterinary class 1
Well known Veterinarian 1
Good grades 1
Famous writer 1

Possessions

Horses 3
Estate 1
Dog 1
Cats 1
Cottage 1
Farm 3
Maid 1
Car 2
Cows 1

Marriage & Family

Married 10
Family 2
Girl 9
Boy 7
Grandchildren 6
Great-Grandchildren 2
Cute men 2
Crush 2
Dances 2
Love 2
Kiss 4
Guy 2
Date 2
Boys 1
Romance 1
Moonlight 2
Walks 3

---

* Numbers refer to how many students mentioned a particular item in their autobiographies.

FIGURE 3 - WHEN I AM EIGHTY

STUDENT GENERALIZATIONS ABOUT BOYS

Education

Most boys showed interest in further education at specific schools.

Jobs

Although there was great variety in the jobs mentioned, most required a college education and paid well. Some boys were considering several careers.

Achievement

There was a wide range of achievement expected. However, most boys hoped to be famous and have a good life, with lots of money. Most boys had interests other than sports.

Marriage and Family

To boys, marriage seemed less important than jobs, achievements, possessions and education. About half the boys thought they would marry. For those who mentioned children, there were twice as many sons as daughters.

Possessions

Of 13 boys, 10 owned cars. These and most other possessions hoped for were expensive. There was a greater interest in objects than in animals.

FIGURE 4 - WHEN I AM EIGHTY

STUDENT GENERALIZATIONS ABOUT GIRLS

Education

Most girls hoped for college educations at good, expensive schools.

Jobs

For all the education planned, more girls should strive for more demanding careers. There was a wide variety of jobs mentioned, with most girls hoping to work with people or animals. Most girls were considering more than one job.

Achievements

Girls do not expect to achieve much. Although a few girls hoped to become famous, most achievements mentioned were neither specific nor exciting.

Possessions

Most possessions did not cost much and were centered around the home.

Marriage and Family

Girls showed great interest in family, children and grandchildren. They hoped to have more daughters than sons.

FIGURE 5

STUDENT CONCLUSIONS ABOUT BOYS' AND GIRLS' AUTOBIOGRAPHIES

The boys hoped for greater achievements and more possessions than the girls did.

Girls worried more about marriage and family than about achievements.

The five jobs that appear on both lists are lawyer, doctor, veterinarian, secretary, and writer.

There are not many common jobs on the lists, but all could be done by boys or girls.

ACTIVITY 13

Androgyny Test

AUDIENCE: *Teachers, older elementary children, secondary students, guidance counselors*

OBJECTIVE: *To illustrate that most people do not fit into sex stereotypes*

MATERIALS: *Copies of "Androgyny Test"*

TIMING: *45 minutes*

HOW TO USE:

1. *Pass out one copy of the activity to each person. Point out that this is a self-analysis -- there's no pass or fail, no right or wrong, and you won't be collecting the papers.*
2. *Have participants score their own tests by adding the numbers in Column I, then in Column II.*
3. *Discuss:*
   - *To what extent do you think that the traits in Column I make up a stereotype for what is expected of boys? Column II for what is expected of girls?*
   - *In what ways are these stereotypes changing?*
   - *Is there any real reason why any of these characteristics should be labeled "masculine" or "feminine"?*
   - *Do most people have some characteristics from each column?*
   - *What problems might you encounter if you were predominantly sweet, gentle, tender, sensitive? What if you were mainly aggressive, dominant and competitive?*
   - *Create a dream personality. List the ten qualities you think would make an ideal person. Do you know anyone like this?*

OTHER USES:

- *Guidance counselors can use this activity as a discussion starter with both passive and overly aggressive children.*

COMMENTS:

- *Be ready for remarks about homosexuality in a senior high class. Point out that homosexuality is a sex preference, not a personality trait. Focus discussion on the idea that a person with a good balance of personality traits may get along better than someone whose makeup is mostly described by one column or the other.*

ANDROGYNY TEST: HOW DO YOU SEE YOURSELF?

Using the following numbers, score yourself 1, 2, 3 or 4 for each of the twenty adjectives describing personality. An analysis of the test is given on the next page.

1. usually not or rarely
2. occasionally or sometimes
3. often or usually
4. quite often or very much

Column I	Column II
____ a. aggressive	____ a. affectionate
____ b. ambitious	____ b. compassionate
____ c. assertive	____ c. gentle
____ d. athletic	____ d. loving to children
____ e. competitive	____ e. loyal
____ f. dominant	____ f. sensitive to others
____ g. forceful	____ g. sympathetic
____ h. independent	____ h. tender
____ i. self-reliant	____ i. understanding
____ j. will take a stand	____ j. warm

ANDROGYNY TEST: HOW DO YOU SEE YOURSELF?

Directions for scoring:

To analyze your personality perceptions through the androgyny test, first add up the numbers in Column I, then in Column II.

Now compare the two scores. If there is a difference of more than 10 points, your personality (as you see it) is weighted predominately in either the male (Column I) or female (Column II) stereotype. How influenced are you by the typical American sexual stereotypes we were taught to believe at a very early age?

ACTIVITY 14

What's Your Sexism Quotient?

AUDIENCE: *Senior high school students*

OBJECTIVES: *To identify student concerns about sex-role stereotyping*
To examine how sex-role stereotyping limits men and women, boys and girls

MATERIALS: *Copies of "What's Your Sexism Quotient?"*

TIMING: *45 minutes*

HOW TO USE:

1. *Hand out one copy of "What's Your Sexism Quotient?" to each student.*
2. *Divide the class into mixed-sex groups of 4 to 5 people each.*
3. *Name a group leader, recorder and reporter in each group.*
4. *Allow 20 minutes for the group to select and discuss a few questions in depth.*
5. *Call the class together to hear group reports. Reporters should explain which questions they chose and why, then summarize the discussion.*
6. *Discuss: What are some of the ways that sex-role stereotyping limits people?*

OTHER USES:

- *You may prefer to have small groups of students of the same sex talk about the questions first, followed by a full class discussion.*
- *Sometimes students say that dividing the questions into two lists by sex is artificial. You can experiment with using a combined list for some groups, a divided one for others.*
- *In an English class, assign writing topics based on the activity.*
- *Include the activity in a social studies unit on current issues.*

COMMENTS:

- *Be prepared for lively discussions. You'll get strong reactions on those questions which touch upon students' personal lives and family patterns.*
- *Sometimes students get so involved in the activity that they decide to develop additional questions, conduct class surveys, and write letters and articles for the school newspaper.*

WHAT'S YOUR SEXISM QUOTIENT?*

GIRLS

1. Do you ever play dumb around boys? Why?
2. Do you consider marriage and children as your ultimate fulfillment in life? Will you be a failure if you don't achieve these?
3. Do you think boys should be more sexually experienced than girls?
4. Would you rather be unusually brilliant or unusually beautiful?
5. Have you ever changed plans with your best girlfriend for a date with a boy? any boy?
6. Are you willing to pay for some dates?
7. Must a boy "take you somewhere" on a date?
8. How do you feel about your boyfriend having other girls for friends?
9. Do you object to washing windows? the car? taking out trash? mowing the lawn?
10. What does sex fairness mean to you?

BOYS

1. To what extent do you think of girls in terms of "making it"?
2. How do you feel if a girl you like is smarter than you are?
3. Would you mind working for a female boss?
4. Do you consider marriage and children as your ultimate fulfillment in life? Will you be a failure if you don't achieve these?
5. Would you rather be unusually brilliant or unusually handsome?
6. Does it bother you if the girl chips in on a date? if she takes the initiative on a date?
7. How do you feel about your girlfriend having other boys for friends?
8. Do you prefer girls to wear skirts?
9. Do you object to doing the dishes? cooking dinner? cleaning the house?
10. Do you know how sex fairness benefits men?

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* Questions for consciousness raising, written by high school students

ACTIVITY 15

Examining Sex Roles: Assignments for Secondary Students

AUDIENCE: *Teachers; secondary students from 9th to 12th grade*

OBJECTIVES: *To help students identify sexism, its causes and effects*
To prepare teachers for identifying sexism in the curriculum

MATERIALS: *Paper and pencil for most of the assignments described; copies of "Examining Sex Roles: Assignments for Secondary Students"*

TIMING: *15 - 45 minutes, depending upon the specific assignment*

HOW TO USE:

The following 7 assignments can be used independently of one another, in any order. Select those which seem most suited to your students' needs.

Assignment 1: *Would I Like...?* *Use as a means to show students they may be using stereotypes to evaluate adults of the opposite sex.*

Assignment 2: *Plus and Minus Lists.* *Use to help students see that many advantages or disadvantages attributed to one sex could really apply to people of either sex.*

Assignment 3: *Women on Record.* *Use to alert students to the fact that many songs about women are biased.*

Assignment 4: *Women on TV.* *Use to analyze stereotyping of women on situation shows.*

Assignment 5: *People in Nursery Rhymes.* *Use to evaluate how sex stereotyping can begin with nursery rhymes.*

Assignment 6: *Role Models in Ads.* *Use to discuss to what degree students are influenced by stereotyping in ads.*

Assignment 7: *California or Bust: Role Play.* *Use as a role play to show that some sex biases are changing.*

OTHER USES:

- *When you see incidents of sexism in your class or school, counter them by using one of these assignments as a springboard to discussion.*
- *You can also select assignments to use at regular intervals -- say, once every 3 or 4 weeks -- to keep students aware of the issue.*
- *Discuss and distribute the assignments at an in-service workshop so that teachers can begin identifying sexism in the curriculum. This will help prepare them for Stage Three of the Sex Fairness Program, Revising the Curriculum. At such a workshop, review with teachers the comments below, then discuss the assignments.*

COMMENTS:

- *The key to success in these activities is an open, accepting classroom atmosphere. Without this, students will hesitate to contribute, fearing that you or a classmate may embarrass them.*
- *Begin by giving a clear explanation of the word "sexism," with examples of what it is and what it isn't. Once students understand that it means discrimination based on gender, move on to the assignments.*

EXAMINING SEX ROLES: ASSIGNMENTS FOR SECONDARY STUDENTS[1]

ASSIGNMENT 1: Would I Like...?

Ask girls to complete either or both: "I would (would not) like to be a man because..." For boys, substitute "woman."

Discuss: What do you see as the privileges and burdens of each sex?
Are there true divisions in the roles of men and women?
If so, what are they?
Do you think this will change with time?

ASSIGNMENT 2: Plus and Minus Lists

Suggest that students keep a running list for a week or longer of "ways I have benefited from being a male (female) today." Or have them keep two parallel lists, one of advantages and one of disadvantages. Collect the papers and compile master lists (anonymous) of advantages and disadvantages for each sex. Have students compare the lists. Which lists are longest? Are there similar items on boys' lists and girls' lists? Which items on the individual lists could apply to both sexes? to only one?

Discuss: What are some ways a person is limited by thinking, "I can't do this or that because I'm a boy" or "because I'm a girl"?
Must gender be a limitation on activities and interests?
If so, why and to which ones?

ASSIGNMENT 3: Women on Record

Assign students to go through their record albums or to listen to the radio, finding songs that portray women in traditional roles or that suggest that women are inferior, second-class citizens.

Discuss: What are the women like in the songs you chose?
Are most women like this?
How are our ideas about people influenced by popular songs?
Is it easier to stereotype a person or to think of him or her as an individual? Why?

ASSIGNMENT 4: Women on TV.

Assign students to watch three TV situation shows and to analyze the role of women in them. Students can present findings on one of the shows to the class, using either a skit or a report.

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1. *Adapted from the National Foundation for the Improvement of Education, Today's Changing Roles: An Approach to Non-Sexist Teaching, 1974, and the Emma Willard Task Force on Education, Sexism in Education, 1973.*

Discuss: Does TV influence our ideas of what women are like?
In what ways might this influence be harmful?

ASSIGNMENT 5: People in Nursery Rhymes

Have the class analyze five nursery rhymes or children's stories about women only, about men only, or about both men and women (boys and girls). They should explain the roles played by boys and girls in the stories.

Discuss: Can nursery rhymes influence children's ideas about what they should be like? (Consider the rhyme, "What are little girls made of?")

ASSIGNMENT 6: Role Models in Ads

Ask students to find pictures of TV characters or people in magazine or TV ads, each of whom is:

a person who is most like me.
a person who is least like me.
a person I would most like to be like.
a person I would least like to be like.

Discuss: Did girls always choose girls and boys always choose boys?
Do the people selected seem to conform to sex stereotypes?

ASSIGNMENT 7: California or Bust: Role Play

Joan and Paul are in their senior year of high school and are going steady. Paul has accepted a scholarship at the University of California. Joan is torn by the choices of attending Penn State, pursuing a career, or going with Paul to California.

Have students act out various options open to Joan or Paul. Some possibilities:

- Joan pursues her own career at Penn State;
- Joan accompanies Paul to California and marries him, or gets an unskilled job there;
- Paul decides to stay home and marry Joan, choosing another career.

Discuss: Which option is most acceptable?
Which option would probably have been most acceptable ten or fifteen years ago?
How are the roles of men and women changing in situations like this?
Who should be equipped to earn a living, men or women? Why?

ACTIVITY 16
Part I

What's Your S.Q.? A Variation

AUDIENCE: *Minority girls in 11th and 12th grade*

OBJECTIVE: *To introduce students to the concept of sexual stereotypes and their implications for the lives of minority girls*

MATERIALS: *The handout on "What's Your Sexism Quotient?" (see Activity 14 - use girls' questions)*

TIMING: *50 minutes*

HOW TO USE:

1. *Recruit minority volunteers for the group.*
2. *Tell the girls why you are meeting.*
3. *Create a relaxed, accepting atmosphere by allowing the girls to set group rules. Rules might include sharing honest feelings, keeping information confidential, listening to each member, and not criticizing.*
4. *Discuss the meaning of sexism and introduce the "What's Your Sexism Quotient?" questionnaire.*
5. *Have students respond to the questionnaire.*
6. *Encourage students to discuss their responses and why they answered as they did. Continue the discussion (if the group seems willing) with*
   - *What special problems might a minority girl face*
     - *in planning for more education?*
     - *in choosing a career?*
     - *in being a working mother?*
   - *Are there ways to overcome these problems?*
   - *Would you like your life to be about the same as or very different from your mother's life? In what ways?*
   - *What sexual and racial restrictions did your mother face when she was your age?*
   - *Are they the same as or different from the ones you face? In what ways?*
   - *Are there greater opportunities for you than there were for her?*
7. *Announce the next meeting, which will deal with personal and career goals.*

OTHER USES:

- *May be used with any group of girls or boys.*

COMMENTS:

- *Students are separated by sex and race for this group in order to encourage open discussion of common problems.*
- *Be prepared for a lively discussion.*
- *This activity should be followed by Activity 16, Part II, "What Do You Value?"*

ACTIVITY 16
Part II

What Do You Value?

AUDIENCE: *Minority girls in 11th or 12th grade*

OBJECTIVE: *To help individuals recognize what they value and how values should be related to career goals*

MATERIALS: *Paper and pencil*

TIMING: *50 minutes*

HOW TO USE:

1. *Summarize the previous meeting (based on the activity "What's Your S.Q.?").*
2. *Discuss the meaning of personal values. Have the students list the ten things they value most.*
3. *Encourage students to share their lists with a friend or with the group.*
4. *Compile the results of the values lists on the chalkboard by first writing general value categories, such as family, friends, independence, happiness, career, money, and then noting how many students recorded a value in each area.*
5. *Discuss the results and implications of the value survey. Some questions for consideration:*
   - *When you were a year younger, would you have made the same choices?*
   - *How are values acquired? at what age?*
   - *In what ways can our values lead to career goals?*
   - *Are you limited in your career goals by sexual stereotypes? racial stereotypes?*

OTHER USES:

- *May be used with any group of boys and girls.*

COMMENTS:

- *Students are separated by sex and race for this group in order to encourage open discussion of common problems.*
- *A good reference on values lists: Leland W. Howe and Mary Martha Howe, Personalizing Education: Values Clarification and Beyond (New York: Hart Publishing Company, Inc., 1975).*

INVOLVING PARENTS

Effective education depends on close cooperation between school and parents. Such a partnership is essential when a school district launches a program to eliminate sexism. Only if parents, teachers, and administrators work together in acknowledging and counteracting the problem can major progress be made. Parent in-service activities such as those which follow will help them understand and support the goals of sex fair education.

Besides alerting parents to what sexism is, such activities should provide information about the district's plans to eliminate sexism. Many parents do not understand how sex stereotypes limit their children's potential. Through in-service meetings for parents, you open a valuable line of communication between school and home.

Page

Activity 17 - Talking to Parents about Sex Fair Education 117

Activity 18 - Collage of Stereotyped Roles 119

Activity 19 - Sex Fair Teaching Materials 121

Activity 20 - Parent Presentation: Toward Sex Fairness 123

The first house ever completely heated with solar energy was built in Dover, Mass. in 1946. The heating system was designed by ... Dr. Maria Telkes.

ACTIVITY 17

Talking to Parents about Sex Fair Education

AUDIENCE: *Parents*

OBJECTIVES: *To introduce parents to the concept and goals of sex fair education*
To inform parents of district plans for eliminating sexism

MATERIALS: *Copies of helpful readings from this manual: "Fact Sheet for Parents about the Sex Fairness Program," page 125; The Myth and the Reality, page 41; and "Sexism and the Future: Data Survey," pages 47-56*

TIMING: *30 - 40 minutes*

HOW TO USE:

1. *Choose an interested parent, teacher, administrator or community member to speak at the parent meeting.*
2. *Provide him/her with the materials listed above, plus any other information that might help in preparation of a 20-minute talk on sex fair education.*
3. *Work with the speaker to plan a 20-minute talk about non-sexist education. The talk should emphasize these points:*
   a. *What sexism is.*
   b. *Major goals of sex fair education.*
   c. *Misconceptions about changing a sexist society.*
   d. *The district's goals for sex fair education.*
   e. *The "Fact Sheet for Parents about the Sexism Program," page 125, contains much information that can be used in the talk.*
4. *Reserve meeting space; publicize the program.*
5. *Reminders for the speaker:*
   a. *Review information about the current social, educational, and economic status of men and women. Underscore the points you make with facts. (Draw from the materials above.)*
   b. *Avoid talking in the abstract or generalizing about sexism in education.*
   c. *Relate the problem of sexism in education to what is happening in your school.*
6. *Allow time at the end of the talk for the speaker and other school or community representatives to answer questions.*

OTHER USES:

- *A similar talk can be given to teachers or other community groups.*

COMMENTS:

- *One of the major goals of this meeting is to encourage parents to support sex fair education. Support begins with understanding. Build understanding by providing the facts and information that will dispel common myths and misconceptions about sex fairness.*

ACTIVITY 18

Collage of Stereotyped Roles

AUDIENCE: *Parents of elementary school students*

OBJECTIVE: *To help parents recognize sex-role stereotyping of girls/women and boys/men in elementary school reading books*

MATERIALS: *Two poster boards, glue, magic marker, elementary school reading books from which you can cut pictures*

TIMING: *Preparation of collages varies, approximately one hour per collage; discussion time for including 2 - 3 collages, 30 - 45 minutes*

HOW TO USE:

1. *Cut from reading books (sample copies or extras) in use in your district pictures that depict girls/women and boys/men in stereotyped roles. For example, girls/women might be crying, dreaming, talking, waiting, watching, wondering, serving, gossiping, etc. Boys/men could be inventing, studying, doing research, participating in athletics, being strong, clever, etc.*
2. *Title one poster board STEREOTYPED ROLES OF GIRLS/WOMEN IN READING BOOKS. Title the other poster board STEREOTYPED ROLES OF BOYS/MEN IN READING BOOKS.*
3. *Make a collage by pasting appropriate pictures on each poster board. Label the activities in each picture.*
4. *At parent meetings, use the collages to illustrate the problem of sexist instructional materials or to serve as a stimulus to discussion.*

OTHER USES:

- *Display collages at teacher in-service meetings.*

COMMENTS:

- *The poster board can be laminated or covered with plastic to preserve it. A contrasting collage might be made with pictures from sex fair reading books, student drawings, or photographs showing both sexes engaged in a variety of activities and in both active and passive roles.*

ACTIVITY 19

Sex Fair Teaching Materials

AUDIENCE: *Parents*

OBJECTIVE: *To inform parents about the use of sex fair instructional materials and curricula*

MATERIALS: *Textbooks, work sheets, filmstrips, pictures, children's drawings, flannel-board figures, games, etc.*

TIMING: *One hour or more*

HOW TO USE:

1. *Reserve a large space (auditorium, gymnasium, cafeteria, library, etc.) with tables.*
2. *Set aside table space for each subject area and/or grade level in the school.*
3. *Have teachers and students prepare a display of sex fair materials and/or a demonstration of sex fair learning activities for each.*
4. *Invite parents to view the materials and activities at tables.*

OTHER USES:

- *Teachers from other schools may be invited to the meeting.*

COMMENTS:

- *The display may be planned in conjunction with a parent organization meeting where the topic of sex fair education is discussed. Teachers and students should be available at the tables to answer parents' questions.*

ACTIVITY 20

Parent Presentation: Toward Sex Fairness

AUDIENCE: *Parents*

OBJECTIVES: *To encourage parents and teachers to work toward sex fair education*
To help parents recognize what sex-role stereotying is
To illustrate the differences between sexist and sex fair instructional materials

MATERIALS: *National Education Association filmstrip, "Labels and Reinforcements of Sex-Role Stereotyping" (see bibliography for ordering information); projector, screen*

TIMING: *60 minutes*

HOW TO USE:

1. *Recruit teachers from district's Sex Fairness Committee, supportive parents, and administrators for a planning committee (4 - 8 people in group).*
2. *Hold a planning meeting to get acquainted, assign responsibilities and plan the program for parents.*
3. *Arrange for meeting space; publicize the program.*
   Suggestions:
   - *notices sent home with students*
   - *article in home/school newsletter or local newspaper.*
4. *Review "Meeting Leader's Reminders for Parent Meeting."* *(See page 124.)*
5. *Outline parent organization meeting topics. Here's a sample outline:*
   a. *Moderator describes purpose and agenda of meeting.*
   b. *A member of the planning committee introduces the filmstrip by reviewing its four major points:*
      - *definition of stereotyping*
      - *how stereotyping is perpetuated*
      - *how stereotyping limits children*
      - *what parents and educators can do about the problem*
   c. *Moderator shows the filmstrip.*
   d. *A teacher interested in the non-sexist curriculum gives a short presentation on sexist vs. sex fair teaching materials (with examples.) He or she explains some ways that sexist materials can be supplemented to give students a more balanced view of women and men.*
   e. *The moderator conducts an open discussion about sex role stereotyping and education. A panel of resource people answers questions from the audience. On the panel should be*
      - *the moderator, who maintains the focus and pace of the discussion*
      - *an administrator who fields legal questions*
      - *a teacher who answers curriculum questions*
      - *a parent who handles home and community questions*

OTHER USES:

- *If the parent group is too large for discussion, break it into smaller groups. In this case, instead of a panel, use a parent and a teacher to serve as resource people in each group.*
- *Have each group write their questions or concerns on large sheets of paper.*
- *Limit discussion time in advance, to 15 - 20 minutes.*
- *Collect the sheets and post them on the bulletin board.*
- *The moderator should then summarize recurring questions or topics, field a few additional questions from the entire group, and conclude the meeting.*
- *Another way to use this activity is to prepare a similar program for teachers or other community groups.*

COMMENTS:

- *This meeting takes considerable advance planning. However, it's well worth the time for several reasons--*
  - *a. It's fun and informative. It gives teachers, parents and administrators a chance to get to know one another and work as a team for better education.*
  - *b. It's an excellent opportunity to clear up fears and misconceptions about the program.*
  - *c. As you provide facts and information, you encourage parents to support the program from the very beginning.*

MEETING LEADER'S REMINDERS FOR PARENT MEETING

FACILITIES

____reserve room space
____chairs, table
____microphone (if necessary)
____projector and screen
____bulletin board

PUBLICITY

____prepare and mail notice of meeting
____put notice in newsletter
____send home reminders with students

MATERIALS

____handouts (if necessary)
____film or filmstrip
____magic markers
____large paper
____thumb tacks
____extension cord

MEETING AGENDA

____plan order of activities
____introduce speaker
____show film
____field questions
____serve refreshments

TASKS

____Notify people involved in meeting and assign them their duties from checklist above
____Also assign people to
  ____operate projector
  ____operate record player or cassette
  ____field questions
  ____serve refreshments

FACTS FOR PARENTS ABOUT THE SEX FAIRNESS PROGRAM

1. WHAT IS SEXISM?

Sexism is a form of prejudice. It means stereotyping a person on the basis of gender instead of seeing that person's uniqueness as an individual.

You've heard countless examples of sexism: "Girls have no mechanical ability"; "Boys don't like poetry"; "Girls mustn't be too competitive"; "Boys aren't interested in cooking."

Sexism is negative and restricts individual growth. It has no place in the school.

2. WHAT IS THE SEX FAIRNESS PROGRAM?

It's a program designed to help teachers and administrators get rid of sex stereotyping in our schools.

Federal and state laws have ruled against sex discrimination. The Sex Fairness Program, supported by school district policy, will aid our district in complying with these laws.

More important, though, it will assure each child an education based on individual needs and abilities, free of the sex biases built into many parts of today's curriculum.

3. WHAT WILL IT ACHIEVE IN OUR SCHOOLS?

The program will help students see themselves as persons without sexist limitations on what they may learn or strive for.

"But won't this mean unisex?" someone asked. The answer is no. Eliminating sex discrimination has nothing to do with eliminating sex differences.

It is knowledge and skills which must not be classified as "masculine" or "feminine." To get on in a complex and changing

world, every child needs a wealth of knowledge, whether it's how to change a tire, prepare a nutritious meal, scan a poem, or read a computer printout.

The aim of the Sex Fairness Program, then, is to create more awareness of genuine individual differences.

4. IS IT THE SAME AS THE WOMEN'S LIBERATION MOVEMENT?

No. One of the thrusts of the women's liberation movement has been against employment inequities as they exist in the job market. Because parts of the movement have been misinterpreted in the media, the term "women's lib" conjures up negative images for some people.

The Sex Fairness Program, however, focuses on a larger concept: counteracting sexism in the schools. It is our school district's effort to free boys as well as girls from being programmed for sex-stereotyped adult roles.

5. HOW DOES IT VIEW THE TRADITIONAL WOMAN'S ROLE OF WIFE, MOTHER, AND HOMEMAKER?

Managing a home and raising a family are valuable, rewarding, lifetime occupations for many women. Other women are unhappy and frustrated as homemakers. Often it's because they chose homemaking for the wrong reason: they were raised and educated to think it was the only "right" thing for a woman to do.

Homemaking -- like any career -- should be a true choice, made from real alternatives. A non-sexist education will show women in many career roles -- bus driver, or business leader, or nuclear physicist, or legislator, or doctor, or police officer. and homemaker -- just as men combine job and family responsibilities.

6. WHAT WILL THE PROGRAM DO FOR MY DAUGHTER?

It will encourage her to think positively about herself. Her first reaction should be, "I'm a person, and I can do this"; not "I'm a girl, so I can't do that."

Since 9 out of 10 girls in school today will probably work outside the home for 25 to 35 years, your daughter must make life choices based upon abilities and interests, not solely upon the fact that she is female.

She needs the same survival skills for the marketplace that boys need; a curriculum free of sexism will help her master those skills and develop a positive self-concept.

7. HOW WILL MY SON BENEFIT?

Boys, too, will have more options once the prejudices of sexism fade. They'll be freed from the pressures of fitting into a "superman" mold. For example, boys often feel they must always be leaders, must show great competitiveness, must be aggressive -- or they'll be considered failures. The characteristics are not in every boy's nature.

Boys' self-concepts will no longer hang on the precarious edge of failure vs. victory.

8. WILL THIS CUT INTO TIME OR MONEY NEEDED FOR TEACHING BASICS?

Awareness, not time or money, is the heart of the Sex Fairness Program. An aware teacher can counter sexism in a natural and routine way.

For example, when a teacher sees that a text shows only boys/men as leaders, examples can be pointed out where girls are also in a leadership role. Similarly, when only women/girls are shown cooking, the class might discuss the fact that many men enjoy cooking.

An aware teacher looks for a text without a sexist message, either in supplementing existing materials or when the time comes to purchase new ones.

9. WHY IS OUR DISTRICT CONDUCTING THIS PROGRAM?

Because of our commitment to the individual learner, our school district is erasing sex stereotyping; our program is part of our answer for removing sexism from our schools in a systematic way.

10. ARE OTHER SCHOOL DISTRICTS DOING THIS?

The elimination of sexism in education is nationwide. It is the obligation of educators, both on legal and solid educational grounds, to prepare children realistically for the world in which they will live.

RESOURCES

KNOWING THE FACTS: READINGS

Do you have the facts straight about sexism? Do you know that sex fairness in education is more than an idea advanced by a few educators and parents? It is required by federal and state laws. Beyond that, psychological and educational research supports the soundness of sex fairness in education, as you will see in the articles in this section.

As your district conducts in-service activities, you will be asked many questions and confronted by many inaccurate statements. If you are familiar with the facts, you will be more at ease and able to provide accurate information to anyone.

Before you can guarantee unbiased education for the children in your district, you need a sound understanding of the facts. The following articles provide facts, as well as case studies, about the issue of sexism in the schools.

You'll find additional facts about the social and economic status of women in Activities 3 and 4 on pages 41 and 47 of this manual. Also, refer to the Self-Evaluation Checklists (Stage One Manual) to clarify further exactly what sexist behavior is in schools.

	Page
Reading 1 - Legal Information	133
Reading 2 - "Building Positive Futures: Toward a Non-Sexist Education for All Children"	137
Reading 3 - "Countering Sexism in the Classroom"	145
Reading 4 - "Living Down to Expectations: the High School Years"	151

An indian interpreter on the Lewis and Clark expedition to the Pacific was Sacajawea... a woman.

LEGAL INFORMATION

Federal legislation is now in effect prohibiting discrimination on the basis of race or sex in access to, or the full benefits of, education programs or institutions (Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972).

The following is excerpted from Combatting Discrimination in the Schools: Legal Remedies and Guidelines, a National Education Association publication.

Title VI of the Civil Rights Act prohibits discrimination on the grounds of race, religion or national origin by education programs receiving federal funds. If any program of an institution receives federal funds, all activities of the institution related to the program are covered. When institutional aid funds are involved, all activities of the institution are covered. [1]

Title IX of the Education Amendments of 1972 (Higher Education Act) states, "No person ... shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Although its provisions also cover employment concerns, Title IX's major importance is in the protection it afford students. Its sex discrimination provisions are patterned after the race discrimination provisions of Title VI of the Civil Rights Act. [2]

Most states have laws and policies forbidding sex discrimination in education. Check the laws in your state for updated information.

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1. *Combatting Discrimination in the Schools: Legal Remedies and Guidelines, National Education Association of the United States, Washington, D.C., 1973.*
2. *Ibid.*

For information on state laws and resources, contact your state department of education.

Alabama State Department of Education
State Office Building
501 Dexter Avenue
Montgomery, Alabama 36130

Alaska State Department of Education
State Office Building
Pouch F
Juneau, Alaska 99811

Arizona State Department of Education
1535 West Jefferson
Phoenix, Arizona 85007

Arkansas State Department of Education
State Capitol Grounds
Little Rock, Arkansas 72201

California State Department of Education
721 Capitol Mall
Sacramento, California 95814

Colorado Department of Education
State Office Building
201 E. Colfax
Denver, Colorado 80203

Connecticut State Department
Central Office Staff
P.O. Box 2219
Hartford, Connecticut 06115

Delaware State Department of Education
Townsend Building
Federal St. at Loockerman St.
Dover, Delaware 19901

Florida State Department of Education
Department of Education
Tallahassee, Florida 32304

Georgia State Department of Education
State Office Building
Atlanta, Georgia 30334

Hawaii State Department of Education
P.O. Box 2360
Honolulu, Hawaii 96804

Idaho State Department of Education
Len B. Jordan Office Building
Boise, Idaho 83720

Illinois State Department of Education
100 North First Street
Springfield, Illinois 62777

Indiana State Department of Education
Room 227, State House
Indianapolis, Indiana 46204

Iowa State Department of Education
Grimes State Office Building
Des Moines, Iowa 50319

Kansas State Department of Education
120 East 10th Street
Topeka, Kansas 66612

Kentucky State Department of Education
State Department of Education
Frankfort, Kentucky 40601

Louisiana State Department of Education
626 North Fourth Street
P.O. Box 44064
Baton Rouge, Louisiana 70804

Maine State Department of Educational
and Cultural Services
Augusta, Maine 04333

Maryland State Department of Education
P.O. Box 8717
BWI Airport
Baltimore, Maryland 21240

Massachusetts State Department of Education
182 Tremont Street
Boston, Massachusetts 02111

Michigan State Department of Education
P.O. Box 30008
Lansing, Michigan 48909

Minnesota State Department of Education
Capitol Square Building
St. Paul, Minnesota 55101

Mississippi State Department of Education
Sillers State Office Building
P.O. Box 771
Jackson, Mississippi 39205

Missouri Department of Elementary
and Secondary Education
Jefferson State Office Building
P.O. Box 480, 100 E. Capitol
Jefferson City, Missouri 65101

Montana Office of Public Instruction
State Capitol
Helena, Montana 59601

Nebraska State Department of Education
301 Centennial Mall South
Lincoln, Nebraska 68509

Nevada Department of Education
400 West King Street
Capitol Complex
Carson City, Nevada 89710

New Hampshire State Department of Education
State House Annex
Concord, New Hampshire 03301

New Jersey State Department of Education
225 West State Street
Trenton, New Jersey 08625

New Mexico State Department of Education
Education Building
State Capitol
Santa Fe, New Mexico 87503

New York State Education Department
Albany, New York 12234

North Carolina State Department of Education
Department of Public Instruction
Education Building
Raleigh, North Carolina 27611

North Dakota State Department
of Public Instruction
State Capitol
Bismarck, North Dakota 58505

Ohio State Department of Education
65 S. Front Street
Columbus, Ohio 43215

Oklahoma State Department of Education
Oliver Hodge Memorial Education Building
Oklahoma City, Oklahoma 73105

Oregon Department of Education
942 Lancaster Drive NE
Salem, Oregon 97310

Pennsylvania State Department of Education
Department of Education
Box 911
Harrisburg, Pennsylvania 17126

Rhode Island State Department of Education
199 Promenade Street
Providence, Rhode Island 02908

South Carolina State Department of Education
Rutledge Building
1429 Senate Street
Columbia, South Carolina 29201

South Dakota Department of Education
and Cultural Affairs
New Office Building
Pierre, South Dakota 57501

Tennesse State Department of Education
100 Cordell Hull Building
Nashville, Tennessee 37219

Texas Education Agency
201 East 11tn Street
Austin, Texas 78701

Utah State Department of Education
250 East 5th South
Salt Lake City, Utah 84111

Vermont State Department of Education
State Department of Education
Montpelier, Vermont 05602

Virginia Department of Education
Box 6Q
Richmond, Virginia 23216

Washington State Superintendent
of Public Instruction
Old Capitol Building
Olympia, Washington 98504

West Virginia State Department of Education
1900 Washington Street, East
Charleston, West Virginia 25305

Wisconsin State Department
of Public Instruction
Madison, Wisconsin 53702

Wyoming State Department of Education
Hathaway Building
Cheyenne, Wyoming 82002

126

BUILDING POSITIVE FUTURES: TOWARD A NON-SEXIST EDUCATION FOR ALL CHILDREN

"We suggest that societies have the option of minimizing, rather than maximizing, sex differences through their socialization practices . . . in our view, social institutions and social practices are not merely reflections of the biologically inevitable."
Eleanor Maccoby and Carol Jacklin (1974)

Shirley D. McCune is Program Coordinator and Martha Matthews is Project Coordinator of the Resource Center on Sex Roles in Education (A Project of the National Foundation for the Improvement of Education), Washington, D.C.

Shirley D. McCune and Martha Matthews

"SEX-ROLE STEREOTYPING," "sexism" and "sex discrimination"—we have all heard these terms increasingly in recent years. They refer to critical educational problems we are moving to alleviate in our classrooms. But many of us still find ourselves uncertain as to what these terms mean and unsure of what they imply for our professional and personal lives.

Even as we may work to insure that our young children, male and female, are active in both the block and doll corners or that our middle-schoolers engage in both woodshop and cooking experiences, we hesitate in the face of troubling questions: "Where did this sex-role problem come from—is it part of women's liberation?" "When we change a child's sex roles, aren't we threatening his or her sexual identity and orientation?" "Aren't we questioning traditional values, which are a parent's prerogative to maintain?" "What are the implications for schools and for educational change?"

How we respond to such concerns will be shaped by some of our most basic perceptions, values and experiences. In this article and those that follow, we seek to examine these questions and to provide suggestions that may assist in meaningful response.

SOURCES OF CONCERN ABOUT SEX ROLES

In the past decade criticism has been mounting with regard to the quality and relevance of the experiences our schools have provided children in preparing them for their adult roles. Two primary forces have stimulated this criticism. First, we have come to recognize and to reevaluate limitations placed on individuals by virtue of their race, ethnic group or social class. Second, as the rate of change in our society constantly accelerates, we are taking a new look at the relationship between this societal change and our educational institutions. Often we find ourselves caught between pressures for maintaining the past and for anticipating the future.

Both of these forces are reflected in the current concern with sex roles in education. In defining sources and manifestations of inequality, we have come to recognize sex as one basis for "sorting" children and for providing differential opportunities. As we become aware of changes in the roles of women and men, we see that such sorting on the basis of sex limits the optimal growth of *all* children.

Since the turn of the century, industrial and technological development has produced major transformations in the nature of work and paid employment. Statistical data document the following significant changes in the life patterns of women since 1900:[1]

- ☐ Women from every age group, marital and parental status are entering the labor force in increasing numbers; 90 percent of females now in high school will work at some point in their lives.
- ☐ Women are having fewer children; the proportion of a woman's adult life devoted to childbearing and childrearing is therefore decreasing.
- ☐ More women are becoming heads of families; growing numbers are assuming full responsibility for care and support of children.
- ☐ The percentage of women living alone or with persons unrelated to them is steadily growing; women between the ages of fourteen and thirty-four or over sixty-five comprise significant proportions of this group.

As the roles and lives of women have changed, so have those of men. With women's increased entry into the labor force, many men have assumed new responsibilities in maintaining home and family. Males and

females are obviously having to relate differently to one another, both at work and in the home.

None of us is unaffected by these changes; they shape not only our lives but also the future lives of our children.

DEFINING THE ISSUES

Let us look now at some data on relationships between traditional sex-role differentiation and actual sex differences.

Eleanor Maccoby and Carol Jacklin recently completed a comprehensive analysis of over two thousand books and articles relating to possible psychological differences between males and females.[2] From their review, they concluded that a number of traditional beliefs about nonreproductive sex differences are myths, some are supported by research evidence, and others remain inadequately tested. Some of these conclusions are summarized below:

MYTHS:

1. *That girls are more "social" than boys.* (Fact: Both are equally interested in social stimuli and rewards and equally adept at understanding the emotional reactions of others.)
2. *That girls are more suggestible than boys.*
3. *That girls have lower self-esteem than boys.* (Fact: Boys and girls are similar in overall self-confidence through adolescence. Girls rate themselves higher in confidence regarding social competence; boys more often see themselves as strong and powerful.)
4. *That girls lack the motivation to achieve.* (Fact: Although boys' achievement motivation appears to be more responsive than girls' to competitive arousal, there are no sex differences on the level of achievement motivation in general.)
5. *That the sexes differ in learning processes.* (Fact: Females and males are equally proficient on simple and high-level learning tasks.)
6. *That boys are more "analytic" than girls.*

ACTUAL DIFFERENCES:

1. *Males are more aggressive than females* (boys are more aggressive physically and verbally).
2. *Girls have greater verbal ability than boys.*
3. *Boys excel in visual-spatial ability.*
4. *Boys excel in mathematical ability.*

(Note: These ability differences usually do not first appear in early childhood but have their onset at adolescence and increase through the high school years.)

Obviously, these data do not support many common assumptions about differences between males and females. Several important points emerge. In those areas where sex differences do exist, we find considerable overlap in the distribution; for example, many boys have low-level visual-spatial skills and many girls demonstrate high levels of visual-spatial ability. Moreover, we cannot easily classify sex differential behavior as being either innate or learned. One sex may have a greater biological readiness to *learn* certain behaviors, or boys and girls may adapt themselves through learning to social stereotypes that have some biological basis. Further, it is probable that children learn sex-typed behavior through identifying with others of the same sex and through adopting sex-typed behaviors consistent with developing concepts of "masculinity or femininity."[3]

Considering the implications of their findings for social and educational changes, Maccoby and Jacklin write:

> We suggest that societies have the option of minimizing, rather than maximizing, sex differences through their socialization practices. . . . In our view, social institutions and social practices are not merely reflections of the biologically inevitable. A variety of social institutions are viable within the framework set by biology. It is up to human beings to select those that foster the lifestyles they most value.[4]

SEX DIFFERENCES AND SEX-ROLE SOCIALIZATION

Additional research indicates, however, that our socialization practices maximize sex dif-

ferences. Girls and boys are channeled into sex-typed behaviors and sex-differentiated roles that do not reflect the diversity of their individual abilities and the complexity of roles society requires of them. Although we must allow for differences across and within various cultural groups, we can draw some general conclusions:

- ☐ Sex-role behaviors are among children's first learnings.[5] In most cultures, behaviors considered desirable for boys include aggressiveness, suppression of emotion, well-developed reasoning ability and sexual initiative; for girls, passivity, dependence, conformity, nurturance and the inhibition of aggression.[6]

- ☐ By the time children reach preschool, they know their sex and the play preferences, behavior patterns and expectations adults hold for that sex.[7]

- ☐ As children grow older, their sex roles become more stereotyped and restrictive;[8] they tend to select fewer categories of behavior as sex appropriate and to indicate more polarized ratings of sex appropriateness.[9]

- ☐ Children of both sexes tend to see the male role as the more desirable one; male activities are accordingly given higher visibility and status.[10]

- ☐ Acceptance of traditional sex-role identity is related to positive psychological adjustment for males and poor adjustment for females. Boys who identify with masculine roles show better psychological adjustment than do girls who identify with feminine roles. Females who display high IQ, creativity and originality are usually those who internalize cross-sex behavior; often they have exhibited tomboy behavior at some point in their lives.[11]

In our society, as children learn their biological identity and reproductive roles as females and males, they also learn that other roles open to them are influenced thereby. We need therefore to examine outcomes of our traditional sex-role socialization patterns and to reevaluate the restrictions and limitations they impose.

EDUCATION AND SEX-ROLE SOCIALIZATION

Recent data published by the National Assessment of Educational Progress indicate male-female differences in educational achievement that cannot be satisfactorily explained by our current understanding of basic sex differences in ability.

Results from NAEP assessments in eight learning areas show that males generally do better than females in four major subjects: mathematics, science, social studies and citizenship.

In the four other learning areas females consistently outperform males to any large degree in only one (writing); maintain a slight advantage in one (music); and in the remaining two subjects (reading and literature) are above male achievement levels at age 9, then drop to lag behind males by the young adult ages 26-35.[12]

Although the superior performance of males on the mathematics section of the Assessment is consistent with the differences in mathematical ability reported by Maccoby and Jacklin, it is difficult to attribute the performance deficits of females on non-mathematical portions of the Assessment to their superior verbal abilities. More plausibly, many of these differences in performance may be the result of sex-differentiated patterns of educational socialization that perpetuate traditional male and female stereotypes.

We can also see effects of sex-role stereotyping in academic and career aspirations. Although girls average better grades in high school, they are less likely to believe that they have the ability to do college work.[13] Indeed, for the brightest high school graduates who do not go on to college, 75-90 percent are women.[14] Decline in career commitment has also been found in girls of high school age, related possibly to their belief that male classmates disapprove of a woman's using her intelligence.[15]

These sex differences in scholastic achievement, in college entrance and in career commitment suggest that females are not being adequately prepared to function optimally in the work roles that are increasingly theirs. Such data call forth important questions: Are we assisting our pupils to develop fully their unique abilities and interests, or are we channeling them into prescribed roles on the basis of sex? Are we providing the educational experiences necessary to promote the total development of both girls and boys and to insure that they will be equipped to function successfuly not only in traditional reproductive roles but also in changing roles as workers, family members and individuals?

EDUCATION AND THE PERPETUATION OF TRADITIONAL SEX ROLES

Faced with such questions, we move on to explore four major ways schools function to transmit traditional sex roles and maintain stereotyped role expectations and behaviors.

1. Physical Environment of the School

Environmental sex segregation (e.g., a preschool classroom with doll corner at one end and block area at the other or a secondary school with separate entrances and corridors for boys and girls) discourages both sexes from exploring the full range of options available to them.

Symbols placed within the schools may also communicate differential expectations. Corridor displays of athletic trophies of males and clothing made by females reinforce stereotyped notions of sex-appropriate behaviors. School bulletin boards and classroom pictures frequently exclude images of women or portray both sexes in stereotyped and limited roles.

2. School Curriculum

Examples of sex-role stereotyping recur throughout the learning activities and materials that prescribe children's learnings:

In textbooks. Instructional materials often indoctrinate children in socially prescribed behaviors. Particularly for a young reader, these materials frame the child's range of experience and define the reality of his or her world.[16] Studies of the images of females and males in textbooks and other instructional materials used from preschool through college document both the relative omission of girls and women and the assignment of both sexes to stereotyped or limited life-roles. Females, when they appear, tend to be portrayed as passive and defined primarily by their relationships with males. They are usually seen at home, functioning in nurturant or supportive roles; when shown outside the home, they consistently assume traditional female roles of nurse, teacher, sales clerk or secretary. Boys and men tend to be depicted in different but also limiting stereotypes. Seldom do we see them expressing emotions or in nurturant roles; almost universally they are declared to be competent, achieving or career-oriented.[17]

In career and vocational education. The interest patterns, abilities and values that determine career goals begin to develop early. Materials and activities used to help children gain images of the nature of work and of the roles of adults in the community seldom present boys and girls with the range of options available to them. As children move up in educational level, materials and activities employed in formal career education programs are similarly stereotyped; so are those in most programs in vocational education.[18]

Through instructional groupings and course assignments. In both the preschool and the elementary school classroom, teach-

ers frequently form instructional or classroom activity groups on the basis of sex. Although we may be able to justify some predominantly single-sex groupings on the basis of ability or skill levels, to categorize children solely in terms of gender demonstrates expectations that may function as self-fulfilling prophecies and limit the exposure of both girls and boys to unfamiliar subjects or activities.

Through physical education and competitive sports. Recent research suggests that development of physical, intellectual and social skills is inextricably related.[19] Although we should be encouraging all individuals to develop healthy bodies and body images and the commitment and skills for their maintenance, our physical education and athletic programs from preschool through college operate to minimize the importance of physical development for females. Such programs become increasingly sex-differentiated as students progress through school, and opportunities for females in competitive athletics become more and more restricted. As the emphasis on competition increases, greater and greater proportions of males are also excluded.[20]

Through counseling and guidance services. At the preschool and elementary school levels, our counseling and guidance services function primarily to help us identify and handle pupil behavioral or emotional problems. While the aggressive behavior of young boys is frequently treated as a counseling concern, we find relatively little attention is paid to excessive passivity in young girls.

At the middle and secondary school levels, counseling and guidance focus increasingly upon course selection and career planning. Stereotypical assumptions regarding sex-appropriate academic and career roles, as reflected both in the counseling process and in counseling instruments and materials, shape many choices.[21]

3. Structure and Organization of the School

In defining the parameters for provision of services, curricular and extracurricular programs, our school administrative practices and structures often transmit sex-role stereotypes. Policies influencing selection of instructional materials and course-content or those mandating different graduation requirements for males and females often reinforce stereotypes that limit options.

Allocation of staff roles is another source of sex-role stereotyping. In elementary schools, 83 percent of the instructional staff are females, yet women comprise only 14 percent of all elementary principals. At the secondary level, these figures are 49 percent and 2 percent respectively.[22] The relative scarcity of men in preschool and elementary classrooms and of women in administrative positions clearly transmits traditional sex-role expectations to children.

4. Behavior of School Personnel

The attitudes and behavior of adults working in the schools (bus driver, custodian, teacher, principal, counselor, instructional aide, school volunteer) provide children with critical messages about how they are valued, what they can become, and what roles are envisioned for them by society. Research indicates that both counselors and teachers hold sex-differentiated expectations for girls and boys, women and men; further, that they may behave in ways that shape and reinforce pupils for conformity with these expectations.[23] Differential interactions of teachers with males and females in every category of teaching behavior has been clearly documented.[24]

Current Progress

What can we do to change these patterns? The beginnings of change have taken many forms and come from a variety of sources.

At least one school district (Berkeley, California) has supported a project for multiethnic nonsexist education which—through materials development, teacher training, and curriculum implementation in grades 4-6—aims to provide boys and girls from various racial-ethnic groups with opportunities and reinforcement to explore nontraditional emotional, physical, interpersonal and career roles.[25] Many other school districts have provided inservice training to help teachers identify and develop skills for alleviating sex-role stereotyping in schools.[26]

Especial attention has been given to modifying curriculum and instructional methodology. Selma Greenberg and Lucy Peck of Hofstra University have developed a "Basic Human Needs Curriculum" for preschoolers. It is designed to help children (1) to understand that all human beings— regardless of sex, race or class—share basic needs for food, clothing, shelter, love and affection, health and recreation, and sense of community; (2) to respect the diversity of vocations organized to satisfy these needs; and (3) to aspire to full participation in the adult world of work and leisure.[27]

Contributing to the change process for more equal and meaningful education for both sexes are (1) community groups that increase public awareness; (2) teachers who implement change in their classrooms; (3) administrators who provide supportive policies, programs and training opportunities; (4) professional associations that provide training or publications support; and (5) publishers, women's groups, teachers and students who develop curriculum and supplementary materials.[28,29]

But despite such significant beginnings, we have much yet to do to assure full sexual equality in the United States. Title IX of the Education Amendments of 1972 provides a comprehensive federal prohibition of sex discrimination in education. State legislatures (in such states as Massachusetts and Washington) have enacted similar laws. Such legislation can do much to increase public and educator awareness of the problem. We must all work to contribute to the development and support of meaningful efforts for its solution.

Goals and Actions for Future Growth

One good way to move toward effective nonsexist education is by evaluating our own schools and classrooms. As previously noted, our conclusions and responses will be shaped by our individual perceptions, experiences and values. Review several of the following educational goals and change-strategies to determine which may be most appropriate to your own situation and priorities.

Goal 1: The school's physical environment should be organized to encourage all children to explore the range of learning opportunities available and to provide symbols that affirm the contributions, values and potentials of females and males of all racial, ethnic and social class groups.

Action steps:

Examine your school and its classrooms to determine whether children are segregated by sex in activity areas, desk or work areas, storage areas for personal belongings, and recreation areas.

Examine bulletin boards, classroom exhibits, hall displays and office decorations for their:

- ☐ inclusion of males and females from all racial, ethnic and social class groups
- ☐ portrayal of males and females in both traditional and nontraditional roles in family, home, school, workplace and community.

Talk over your findings with pupils, teachers and administrators; determine steps each of you can take to accomplish necessary changes.

Goal 2: The school curriculum should prepare boys and girls for the full range of intellectual, economic, psychological, physical and social roles required for their healthy functioning as adults. It should not only transmit past experience and knowledge but also anticipate future needs—expanding rather than limiting the range of options available to all.

Action steps:

Review your textbooks and other instructional materials.

☐ Are males and females from all racial, ethnic and social class groups included?

☐ Are males and females portrayed in both nontraditional and traditional roles in family, home, school, workplace and society?

☐ Are the unique experiences, roles, histories and contributions of racial-ethnic minorities and women reflected?

☐ How will these materials affect self-images and aspirations?

Discuss your findings with pupils. Encourage them to develop critical evaluation skills that can help them to identify stereotypes or bias in materials.

Obtain supplementary materials that can be used to correct omissions or inaccuracies you identify. Involve pupils and teachers in creating such materials.

Review career education materials and vocational education programs. Do they reflect a full range of options for male and female students of every racial-ethnic group and social class?

Discuss with your pupils the range of options available to them and the relationships between themselves, their work, their families and their leisure activities.

Obtain supplementary materials that portray a diversity of career options for males and females. Expose all pupils to both traditional and nontraditional role models.

Review your vocational education programs. Are all courses open equally to males and females?

Review your counseling programs. Do they:

☐ reflect an awareness of behavioral and emotional problems experienced by both girls and boys?

☐ encourage all to explore the full range of academic and career options available to them?

☐ utilize instruments and materials that are free from sex-differentiation and bias?

Discuss your conclusions with counselors, teachers and administrators. Develop program goals and practices that can assist you in meeting the needs you identify.

Consider your assignment of classroom activities or classroom groupings. Are they made on the basis of sex?

Review your physical education and athletics programs.

☐ Are both boys and girls permitted and encouraged to participate in all activities and sports?

☐ Do athletic programs accommodate the interests and abilities of both sexes?

Review your total curriculum. Does it deal with both affective and cognitive needs? Do you feel it prepares both sexes for economic, psychological, physical and social roles and functioning?

Discuss your conclusions with pupils, parents and school personnel. Develop plans to begin modifications you find necessary.

Goal 3: Administrative policies and practices and the structural organization of the school should define the parameters of nonsexist education and support the development of programs for its achievement. Allocation of staff roles within the institution should model nonsexist practices and criteria.

Action steps:

Review student policies and practices of your institution. Do they differentiate between boys and girls in disciplinary, behavioral or dress requirements?

Review the staffing profile of your school or district. Do you see sex-stereotyping in the assignment of administrative positions? Classroom positions at the various educational levels from preschool through secondary? Classified staff positions?

Obtain a copy of the regulation promulgated by the U.S. Department of Health, Education, and Welfare under Title IX of the 1972 Education Amendments. Review the policies and practices of your school or district together with the federal requirements for nondiscrimination on the basis of sex in educational programs.

Goal 4: All school personnel should be able to respect and affirm the dignity and worth of all children, regardless of sex, racial-ethnic group or social class. School personnel should function to support and reinforce the development of children based on their potentials, values and abilities rather than on preconceived role-expectations.

Action steps:

Examine your own assumptions and values regarding appropriate roles and behaviors of females and males.

Read three articles pertaining to sex-role stereotyping in schools and society.

Consider the ways your own sex-role assumptions and values influence your classroom or school behavior and shape the behavior and experiences of your pupils.

Review values clarification techniques and apply them in your school or classroom to explore with boys and girls their unique values and potentials.

Nonsexist education is quality education. Working toward its achievement provides each of us with opportunities not only for personal growth, but also for contributing to the reform of our schools and for developing a society in which every child and adult is freer to achieve his or her full potential.

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COUNTERING SEXISM IN THE CLASSROOM*

Charlotte Epstein

Destructive relationships between the sexes is just one of a long list of intergroup problems that teaching in the schools has exacerbated. Communication is needed, and we have kept the groups apart. Information is needed, and we have kept the groups ignorant. Sensitivity and cooperation are needed, and we have fostered competition and exploitation. To those who respond to this polemic with "Who, me?" I invite you to check those behaviors below that you recognize as your own.

1. Separating the boys and girls in your seating arrangement.

Most traditional classroom management plans are designed to facilitate teacher control and minimize the possibility of communication among pupils. In the room where the children all face the teacher, verbal interaction goes from teacher to pupil and back to teacher again. If the ideas and feelings of pupils are shared at all, they are done so through the mediation of the teacher, who customarily comments after each pupil's observation.

In spite of such a seating arrangement, those children in proximity with each other usually manage some clandestine interaction in class. Also, during those times when "teaching" is in temporary abeyance, they may turn to each other for a few moments of conversation. This convenience of proximity is enough to foster a certain amount of interaction in the classroom.

However, if boys sit on one side of the room and girls on the other, the separation mitigates against such incidental interaction. In addition, the invisible line down the center aisle that separates them becomes as tangible as a brick wall and as effective for maintaining the separation. It says, in effect, you do not belong together. Though, ocassionally, rebellious souls attempt to breach the wall, the propriety of separation remains the established norm. Each breach, even though it is ultimately abortive, is accompanied by pressures to desist. Peers laugh and jeer at attempts of boys and girls to communicate with each other, and teachers reveal their anxiety that only trouble can result from such contact. In these ways, communication, which is the sine qua non of understanding and acceptance, is prevented.

2. Telling anyone that you prefer teaching either boys or girls.

If you have such a preference, the chances are that it is accompanied by (a) a number of myths about the differences between the sexes,

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or (b) certain expectations relating to the responses and achievements of the two groups. If you believe girls are more teachable than boys, or that boys are more direct and honest than girls, or any other stereotypical error that makes one group more attractive to you than the other group, these beliefs will almost inevitably be communicated to your pupils. It will become obvious that you expect dissembling from girls and you will even sometimes think they are, when they are not. You will reveal in subtle and not-so-subtle ways that you expect girls to do better at composition than boys, and you will become the agent for fulfilling your own expectations.

In these ways, the boys and girls will learn what you believe and even become what you expect them to be. Thus, the accurate information they need about themselves (to fulfill their own potential) and about each other (to understand, appreciate, and accept each other) is denied them. Since, in addition, there are obstacles to optimum communication between them, they will be unable to check on the accuracy of the information they are getting in their everyday experiences with each other.

3. Asking either boys or girls to line up first for dismissal or any other activity.

When a teacher engages in this kind of behavior, he may be intent only on maintaining order and discipline. However, he is, in the process, also teaching some very specific ideas. He is saying that boys and girls must be protected from each other, that they cannot be trusted to come into physical contact without some harm coming to them (generally to the girls), and that boys are "rough" and girls are "fragile." Here, again, the separation mitigates against the possibility of sustained communication and reinforces the norm that separation of the sexes is somehow right.

Many teachers tie in this conception of rightness to biological determinants, especially from the fifth or sixth grade on. The intergroup tensions that become apparent with developing sexual functions are seen as evidence that the sexes must be kept apart. Actually, there would seem to be greater need at this time to help children become sensitive to their own and others' needs and to become skillful in their interacting with each other. If they had the opportunity for such learning, the relationships between the sexes in our society might be more notable for honesty and solicitude than for manipulation and exploitation.

4. Having charts, graphs, or any other device for making comparisons in acheivement between boys and girls, or encouraging competition between boys as a group and girls as a group.

It is difficult to justify such comparisons on any rational grounds. Is the objective to foster competition between boys and girls? If it is, the reasoning must be that competition fosters greater effort and, consequently, greater achievement. Presumably, then, both sides have something to gain.

However, the negative consequences of competition must also be carefully considered. When two sides compete to win, one side must always lose. It is not productive to view the learning process as a series of wins and losses. The learner needs, rather, to measure his progress in terms of his own capacities and interests, just as the teacher needs constantly to evaluate his teaching methods in terms of their effectiveness for each pupil. Intergroup competition puts the emphasis on being better than the others rather than in learning all that one reasonably can. Winning or losing becomes meaningless in an educational situation.

Also, it must be considered that competition is hardly the ideal way to establish lines of communication and cooperation between groups. Competitiors, in spite of admonitions to be "good sports," often view each other as enemies. We have only to count the times competing ball teams and their respective fans get into fights to realize that competition does little to foster warmth and acceptance.

6. Holding up either boys or girls to the other group as models.

Similarly, to hold up one or the other group as a model of deportment, intelligence, academic achievement or anything else reinforces separation, competitiveness and antagonism; such a practice is not scientifically justifiable. Individuals in both groups reveal the whole range of behaviors and skills and, though an individual may conceivably be identified as a model for emulation, a group cannot.

7. Reserving certain leadership positions or certain activities for either girls or boys.

Perhaps there is no longer a necessity to belabor the point that both boys and girls can assume all kinds of leadership positions and engage in all kinds of activities, both physical and mental. The militant women's movement has made this quite clear, although there are still people who hold to the ancient stereotypes. Teachers, however, no matter how difficult they are finding it to reject the old limitations on the activities of the sexes, must refrain from imposing their values on their pupils. As it is with racial prejudices, many adults reared to believe the old errors and unable now to reject them completely, must forever guard against perpetuating the errors by their behaviors in class.

8. Keeping boys and girls separate for certain subjects or activities.

If children choose not to interact with each other, it would seem that the job of education is to help them submit the bases of their choices to critical analysis. The complacent acceptance of certain choices as "natural" or "inevitable" is an abrogation of a vital teaching function. The rejection of Blacks by Whites, of Jews by Christians, and similar behaviors were, in the past, partly explained

away as a "natural" propensity of the rejected groups to segregate themselves, and this explanation helped to remove the burden of responsibility from the bigots and place it on the backs of the victims. Often the reason used was that all people "naturally" prefer to associate with "their own kind."

Children need opportunity to ask themselves and each other why they choose certain people for friends and reject others, why they prefer to study with certain people and reject others, why they never consider some people when choosing up sides for games. If, when they ask these questions, they begin to see a pattern of exclusion and separation emerging, they must then begin to look into the real causes for their preferences and the consequences of them.

Why, for example, is it so often taken for granted that hygiene classes must be held separately for boys and girls? Is it possible that they are held separately because adults are embarrassed by having both sexes present? How can this justify keeping the children separate? Is it necessary to keep the knowledge of the structure and function of the male body from females and vice versa? How can it be necessary or even desirable when women and men are inescapably dependent on each other's bodies?

Why, in addition, are certain games reserved only for boys and others only for girls? Is there something intrinsically male in hitting a ball with a stick? If there is, then it must depend upon the size of the ball and the shape of the stick, because while baseball is seen as a man's sport, golf and tennis are not. (Why, then, is there separation of male and female golfers and tennis players?)

Oh, but some say, when it comes to contact sports, then there is certainly a case for separating the sexes! Indeed? And what is that case? Are girls more fragile despite their size and weight? Are we afraid that physical contact leads to sexual contact -- then why do we permit dancing? The reasoning breaks down with every question! Ultimately, the continued separation interferes with communication between the groups, prevents the sharing of information about the groups, and provides no opportunity to develop sensitive, caring, and cooperative behaviors on which to base a lifetime of living together.

If sexist practices are conscientiously and persistently countered in the classroom, it is inevitable that children will become sensitive to sexism in the wider society. However, here, too, teachers can take the initiative in encouraging this sensitivity and then in helping the children develop skills for dealing with it.[1]

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1. *For detailed methods, see my book, Affective Subjects in the Classroom: Exploring Race, Sex, and Drugs. Intext, Scranton, Pa.*

In the classroom, it is both convenient and logical to use the materials at hand to pursue the study of sexism. Books, newspapers, magazines, and films all reflect the attitudes and behaviors of the adults who create and manufacture them. Children can examine these materials critically instead of reading them as if they were gospel and accepting the errors as fact.

For example, if all heroes in a reading book are boys and men; if the fascinating adventures in the story are the experiences only of boys and men; if the girls mentioned are concerned only with sewing and cooking, and the only women are mothers and grandmothers; if the famous people in history are only famous men, then the pupils ought to become aware of the publisher's inaccurate conception of women. They ought to discuss the reasons for such misconceptions and be encouraged to identify evidences of similar errors in the mass media and in their everyday experiences with people.

Consciousness raising becomes a prelude, then, to identifying and practicing behaviors that resist and change stereotyping and discrimination. Girls, for example, learn to take roles in simulation exercises that are not traditionally assigned to them. They refuse to let others take it for granted that they will always be the secretaries at the group meetings. They learn what to say when a man remarks disdainfully, "That's just like a woman!" or when a woman testifies that she would always rather work for a man.

As time goes on, their sensitivity and skill become more sophisticated, and they begin to recognize the more subtle indications of prejudices -- the employer who says he is not prejudiced, but there just are no qualified women to be found; or the administrator who says he would be happy to have a woman on his staff, but she just would not be comfortable surrounded by only men; or the judicial investigating committee that informs the lone woman jurist that, although she will be unable to have lunch with the committee because they have arranged to eat in a club that does not admit women, they will arrange for a fine lunch to be brought in to her; or the electorate that rejects a woman running for office because they are concerned that she will be unable to care for her family if she holds public office. Note that all the bigots express their sympathy and concern for the women they discriminate against. It is sometimes difficult to cry prejudice in the face of such apparent warmth and caring, but young people must examine the behavior in terms of its consequences, and see the protestations of concern as camouflage for denigration.

Inevitably, teachers ask, "At what age do you start to teach about such things?" As with the subject of race, my answer is, from that point in time when the child and teacher first meet. The child comes to school already half educated in all the errors of our society.

Delay in dealing with those errors merely permits more time for them to be reinforced. The child is never too young to learn about any subject; we need only bear in mind that we need to help the child deal with each topic at his own level of ability to learn. If dealing with a subject is necessary for the mental and physical health of the child and the adult he is becoming, then there is no justification for delay. People who find it difficult to communicate with the other sex; boys and girls who believe all kinds of errors about the other sex; men and women who mistrust each other, exclude each other from their lives, and exploit each other, all suffer from illness of mind and body that can only handicap us as a society, depriving us of a significant measure of our creative energy. The teacher is in a strategic position to prevent such waste.

LIVING DOWN TO EXPECTATIONS: THE HIGH SCHOOL YEARS*

When we look at what men are like after years spent in schools, we find they suffer from the loss of avenues that have been blocked. They may have learned not to cry, that the only place for poetry is in required English courses, that the kitchen is a place to stay out of, that babies are strange creatures to be held at arm's length, awkwardly. As we shall soon see, however, in terms of intellectual achievement, general sense of self-esteem, and financial potential, men are in a far more favorable position that are women who have completed high school or college. Consequently, in this chapter our concern will be focused where the most harm has been done--on the young woman who is likely to emerge from the classroom with promise and potential schooled out.

BIASED STORYTELLERS

During the high school years, all students make some crucial decisions. It is at this time that schools of higher education and careers are chosen, as are marriage partners and life styles. As a young woman attempts to make these choices, she looks to the school environment for help. A good or bad report card, a friend's advice, a session with the guidance counselor, a teacher's casual comment, a compelling biography--these are the stuff decisions are made of, and too often there is little in the school environment that nourishes and inspires women and a great deal that discourages, inhibits, and sets a hard, low ceiling on their aspirations. Even more than in the elementary school, there is a sexist bias in the high school curriculum. This bias is so insidiously pervasive that only when consciousness is intensely heightened can one begin to comprehend the discriminatory nature of much of the material and to realize its harmful impact.

If a student were to tell what American life was (and is) like, based on the reading of academic books, (s)he would have to conclude that it had very few women. History, for example, is exactly that--"his story." In the decisions and deliberations of who should be celebrated in the history text, *women are selected out.* Janice Trecker, in a thorough analysis of twelve of the most popular U.S. history texts used in public schools, comments on this calculated neglect.

Ask most high school students who Jane Addams, Ida Tarbell or Susan B. Anthony were and you may get an answer. Ask about Margaret Sanger, Abigail Duniway or Margaret Brent and you will probably get puzzled looks. Soujourner Truth, Frances Wright, Anna Howard Shaw, Emma Willard, Mary Bickerdyke, Maria Mitchell, Providence Crandell and scores of others sound like answers from some historian's version of trivia. Interest in the fate of obscure Americans may seem an esoteric pursuit, but this is not the case. History, despite its enviable reputation for presenting the important facts about our past, is influended by considerations other than the simple love of truth. It is an instrument of the greatest social utility, and the story of our past is a potent means of transmitting cultural images and stereotypes.

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Not only are individual women omitted, but the areas in which women have made their greatest contributions--theatre, dance, music, day to day life in homes--are ignored as well. Often, pages will be devoted to discussing the details of various battles in various wars, but intellectual, cultural, and social achievements in which women have traditionally been involved will be totally excluded, or glossed over or tagged onto a chapter's end almost as an afterthought. For example, in its discussion of the frontier period, one high school text spends five pages discussing the six-shooter and scarcely five lines on frontier women. In another two-volume high school text, there are only two sentences in which the women's suffrage movement is described (one sentence in each volume). The most glaring omission of all is the lack of a single word about birth control, the fight for its acceptance by Margaret Sanger and other physicians, or the impact it had on the lives of women. Moreover, there is incredibly little information on prejudice that is still going on--for example the legal challenges to discrimination in hiring, promotion, and unequal pay.

When women are presented in these texts, they are often drawn as creatures concerned with trivia, helpless and ineffectual when it comes to serious matters. One text spends more time talking about the length of women's skirts than about their struggles to achieve civil and political rights. Another text barely alludes to the feminists, yet spends a whole column on the Gibson girl, describing her as "completely feminine, and it was clear that she could not or would not defeat her male companion at golf or tennis. In the event of a motoring emergency, she would quickly call upon his superior knowledge." Trecker concludes that a student reading these texts might be limited to the following description of the history and contributions of the American woman:

Women arrived in 1619 (a curious choice if meant to be their first acquaintance with the new world). They held the Seneca Falls Convention on Women's Rights in 1848. During the rest of the 19th century, they participated in reform movements, chiefly temperance, and were exploited in factories. In 1923 they were given the vote. They joined the armed forces for the first time during the second world war and thereafter have enjoyed the good life in America.

The result is that ignorance about women in history is almost total. Gerda Lerner asked her history seminar at Sarah Lawrence College to list ten American women who had played important roles before 1950. Most of her students could not. I asked the same question to students and the demonstration of ignorance was similar.

In history texts women are relegated to secondary roles mainly by sins of omission. In literature and language texts they are also relegated to secondary status not so much because they are left out but because of the distasteful way they are put in. They are portrayed as insipid, passive, and ineffectual. When they do act, it is often for malicious or destructive reasons. The following list describes what females do in *Roberts English Series* texts used at the junior high school level:

- Count votes for males who were nominated
- Accompany men to the hunt
- Find their beauty is shortlived
- Sit with their fans in their hands and gold combs in their hair
- Put cream on their faces and "lie in bed staring at the ceiling and wishing (they) had some decent jewelry to wear at the...Ball"

- Poison their husbands
- Die because they never knew those simple little rules...
- Get eaten up by alligators
- Cut and gather grain and sing to no one
- Listen to men give speeches
- Rear children
- Do silly, ridiculous thing (James Thurber)
- Ride with the devil.

It is hardly a proud catalogue of activities that would inspire courage, dignity, and leadership in female students.

Diane Staven has analyzed the way women are treated in fiction popular with junior high school and high school males. She notes the "girl friends and mothers are almost always unrealized or unpleasant characters--one-dimensional,idealized, insipid, bitchy, or castrating--while sexually neutral characters such as sisters and little old ladies are most often well conceived and likeable." A list of quotes from these books indicates the demeaning and even hostile way in which females are depicted:

Women in the States...have forgotten how to be women; but they haven't yet learned how to be men. They've turned into harpies, and their men into zombies. God it's pitiful!

Remember--she's a female, and full of tricks.

Men...like to talk about women as though they had some sort of special malignant power, a witchlike ability to control men.

Polly...says I'm a witch...I was being nasty...Girls just do those things, I guess...

Even old girls like my mother. If she hadn't torpedoed my father's idea to buy a garage, he might not have taken off.

(Polly)...began to think she should run the show. That's where I had to straighten her out. And after I got her straightened out she seemed happier.

Fiction written for young women is also insulting, for it frequently suggests that the only interest a female has is in being popular with males. Unlike stories about men in which the protagonist must solve the central question of "What shall I be?" for heroines the question of greatest, and often only import, is "Who shall he be?" Women do not stand alone in these stories. The plot interest results from the way they relate to male characters.

There is the prevalence of what has been termed the "cop-out" book. These are stories in which a girl, in order to grow into womanhood, must forego her tomboy ways--and in the process relinquish a good deal of spirit, independence, and autonomy. In a widely used bibliography, there is an entire section called "From Tomboy to Young Woman." Here are a few descriptions from the bibliography that depict this metamorphosis:

A Girl Can Dream *by Betty Cavanna (Westminster, 1948): Loretta Larkin, tops in athletics but poor social graces and jealous of a classmate who shines socially, find out that being "just a girl" can be fun.*

Billie *by Esphyr Solbodkina (Lothrop, 1959): Billie, who wore faded jeans and played boys' games because she didn't like being a girls came to think differenly after she took ballet lessons to limber up a sprained ankle.*

So young girls learn from the fiction they read that ugly ducklings will become swans and the sparks of spunky tomboyishness and individuality must be put out be the damper of passive womanhood, the role to which they must conform.

In standard literature anthologies, there is a sex bias similar to that in history books. Too often women are missing. The *Norton Anthology,* used both at high school and college levels, includes the works of 169 men and 6 women; *American Prose and Poetry* offers works by 86 men and 10 women. Evidently the critical sensibility that labels certain writers "great" has decided that most women authors are minor, recommended for reading if the student has a little spare time. Thus, literature as taught in schools is a biased mirror reflecting the male life style. There are few "portraits of the artist as a young woman" and so little chance to comtemplate the feminine experience, given sharper definition and richer meaning through literature.

Representation of the world, like the world itself, is the work of men; they describe it from their own point of view, which they confuse with adsolute truth.

Simone de Beauvoir

The sexual bias against women so obvious in history and language texts and in fiction also pervades the social sciences. Although 51 percent of the population is female, only 15 percent of the sociologists are. Thus, research both in laboratories with white mice and in colleges with sophomores, has been carried out, for the most part, from a masculine point of view. Topics that are selected for investigation have been those that pique masculine curiosity, and conclusions reached are often distorted by biases peculiar to men--particularly conclusions about the female sex.

One has only to look through the table of contents in frequently used sociology and psychology texts to find that there is little listed under the category "woman"--if there is such a category at all. Jo Freeman notes that:

One soon realizes that when the author talks about "man" he means male. Major research has been done--such as that on achievement motivation--from which women were systematically excluded because their inclusion "messed up the model," and there was no curiosity as to why this was so. Major books have been written, on such relevant topics as the occupational structure, in which whole sections are devoted to "minority groups," but only a footnote to women (one third of the labor force.)

Feminists are now beginning to analyze the pronouncements of many of the noted authorities whose texts form a basic staple of social science courses. They are finding that their remarks about women are often contemptuous and insulting. Sigmund Freud, for example, who initiated the wild goose chase for that elusive chimera, the vaginal orgasm, has asked, "The great question that has never been answered, and which I have not been able to answer despite my thirty years of research into the feminine soul is: What does a woman want?"

Bruno Bettelheim, a prominent contemporary male psychologist, has, with disquieting certitude, supplied the answer for misogynists who might still be wondering: "We must start with the realization that, as much as women want to be good scientists and engineers, they want first and foremost to be womanly companions of men and to be mothers."

The total potential of women has also been disregarded in remarks by Benjamin Spock whose texts are not only found in the nurseries of countless, uncertain mothers, but also on required reading lists in various psychology and sociology courses. He has written:

Women are usually more patient in working at unexciting repetitive tasks....Women on the average have more passivity in the inborn core of their personality....I believe women are designed in their deeper instincts to get more pleasure out of life--not only sexually but socially, occupationally, maternally--when they are not aggressive. To put it another way I think that when women are encouraged to be competitive too many of them become disagreeable.

Naomi Weisstein, in a perceptive article "Kinder, Kuche, Kirche as Scientific Law: Psychology Constructs the Female," notes that "there isn't the tiniest shred of evidence to indicate that those conclusions have anything to do with women's real potential." She indicates that the literature of personality from which the psychological picture of women has been drawn rests for the most part on the shaky base of "years of intensive clinical experience." Freud, for example, demonstrated the existence of the castration complex from experimental reports of a man committed to Freudian theory--a source that hardly seems irrefutable. Another flaw is that much of the psychological literature is based on the concept of innate traits, and there is not sufficient emphasis given to the effects of social context. Weisstein draws upon an event from personal expereince to point out erroneous concepts about men and women that are taught in school. While a graduate student at Harvard University, she and other members of a seminar were asked to identify which of two piles of a clinical test had been written by females and which be males. After several weeks of intensively studying the differences between men and women, only four of the twenty members of the seminar were able to identify the piles correctly. Such a result is well below chance, and Weisstein concludes, "Students are judging knowledgeably within the context of psychological teaching about the differences between men and women; the teachings themselves are simply erroneous."

Home economics is another curricular area that draws a tight box around female potential--and not simply because it is a segregated subject that places a female label on various types of work. Dorothy Lee has analyzed various teachers' manuals and guides used across the country in home economics programs; she has found that objectives listed in these manuals teach a woman to assume characteristics and traits that will be pleasing to others rather than suggest she develop a code of behavior that satisfies an internal standard:

Personality Development. Objectives: Desire and ability to know and use approved social customs and good manners. Make and keep good friends. Possess good personality traits. Problems:

a. *Get along with people by having good manners.*
b. *How to develop good manners at home.*

c. *Careful grooming to make you pleasing at first sight.*
d, e, f, g, h. *Deal with being a good guest and a good hostess and having a good voice.*
i. *How to be popular, and make and keep friends. Five points listed under this deal with good manners, two with dating procedures, five with how to behave in public.*

There is little in such objectives that has to do with moral courage, the ability to take a well-considered position on an issue and affirm it, even if this means not being popular and pleasing to everyone. Small wonder the empirical research indicated that individuals whose sex role identification is masculine exhibit greater need for self-approval. And small wonder that a class of women students will tend to avoid heated argument and debate, retreating from positions and hastily deferring to one another when lines of polarization threaten to divide the classroom.

There are other elements in the curriculum that ignore the needs of women. High school and college athletics programs are well known for heavy emphasis on sports, such as football, that heap school and community laurels on male athletes. No such acclaim is given to female team sports (more on this later). Furthermore, training in self-defense, by which women could learn to protect themselves and move about with increase self-confidence, is seldom provided. There is also little stress placed on sports that emphasize individual talents and abilities--such as skating, tennis, swimming, golf, or skiing--and that could provide continued physical exercise for women, as well as men, after they leave school.

As of 1969, nearly half of the schools in America offered sex education courses. It seems that these courses should provide a forum for frank discussion among students about what *is* "appropriate" sex role behavior and perhaps lead to ways for increasing the options of both males and females. Often, feminists supported the implementation of sex education courses. However, these courses, caught in a controversy of their own, too often ignore feminists' concerns. They do not provide information on contraception, nor do they emphasize the devastating effects that may result from over-population. Instead they endorse the traditional sex roles in which women are weak and submissive and men, dominant and strong.

Sonia Sanchez, a black poet who teaches English at Manhattan Community College, has noted that white middle-class and upper-class America "knows its history and understands it fully. And they learn it in schools. We don't learn anything about ourselves so therefore we were like Topsy, we just grew. So now we study our history to know the kinds of people we've been, the kinds of people we can be.... A people who don't know their history can never be anything."

All women, but especially Third World, Asian-American, Puerto Rican, chicana, and black women--have the need and the right to confront past and present and to see that they have played a proud and essential part in the course of events. When these women do achieve that realization, their repsonse is often moving and powerful.

Kathleen Chamberlain, who joined other teachers at Manhattan Community College to initiate a woman's studies program, tells of the response of minority women. A Dominician student in the women's studies course wrote in her first paper:

I've been left out and unvoiced in the past, not only as a woman but as an individual from a Latin culture in America. But those days of being left out are gone, never to return. I know what I want in the future: To be treated as an equal economically, socially, and politically and to help those still oppressed to "see the truth."

And another student, after realizing the dearth of writing by or about Puerto Rican women, spoke to the women's studies class with urgency and emotion, "I have a message for my Puerto Rican sisters: Write! Write all you can."

"One study of folklore in a primitive society found that the stories passed down through the generations portrayed the elders as wise, courageous, and powerful, and then it was found that the storytellers were the elders of the tribe." A study of the material offered in the schools suggests that we have our own biased storytellers, and they are white and male. It must at last be time to put sexual and racial perspective and balance into what women and men learn in school.

SELECTED REFERENCES

There are many references available to assist educators in identifying sexism and counteracting it. Many groups have been preparing and distributing information and materials for some time. The materials included in this section are recommended as helpful in bringing about change in public school districts and are organized according to the headings listed.

For your convenience, all items have been annotated and complete addresses are provided. Remember to add any new sources you discover to your list and share them with the rest of your district.

Page

A Bibliography 161

Legal Regulations and Title IX 161

Handbooks for Action 162

In-Service Materials 162

Film Resources 163

General Readings on Sex Fair Education 164

Organizations, Projects and Centers for Further Information 165

The first black woman to win a Pulitizer Prize for her poetry was Gwendolyn Brooks. The year was 1950.

A Bibliography

Cusick, Judy. A Resource List for Non-Sexist Education. The Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, 1201 Sixteenth Street, N.W., Washington, D.C. 20026, 1976.

An excellent bibliography of resources that will increase awareness of sex-role stereotyping and the need for non-sexist education. Additional items give suggestions for developing non-sexist instructional materials. A list of government documents related to this area is also included.

Legal Regulations and Title IX

Eliminating Sexism in Public Schools: A Workbook for Action. Education Law Center, Inc., 605 Broad Street, Suite 800, Newark, N.J. 07101, 1976.

A workbook designed to help schools gather the information needed to monitor compliance with Title IX and related regulations. The booklet summarizes the legal provisions prohibiting sex discrimination in education, discusses how to obtain materials and data for monitoring compliance, and presents checklists and charts to gather information about a school district's immediate and long-range compliance plans.

Matthews, Martha and Shirley McCune. Complying with Title IX: Implementing Institutional Self-Evaluation. Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, 1201 16th Street, N.W., Washington, D.C. 20036, 1976.

A comprehensive guide for institutional self-evaluation for compliance with Title IX.

Raffel, Norma. Title IX: How It Affects Elementary and Secondary Education. Report No. 80, Equal Rights for Women in Education Project, Ford Foundation Grant. Education Commission of the States, Denver, Colo. 80203, 1976.

An easy-to-understand handbook describing Title IX of the Education Amendments of 1972. Outlined are the implications of the regulation for elementary and secondary schools, the actions required and the dates for compliance.

Sandler, Bernice. Sex Discrimination, Educational Institutions, and the Law: A New Issue on Campus. Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington, D.C. 20009.

An excellent summary of the laws relating to sex discrimination and their implications for educational institutions.

Handbooks for Action

Cracking the Glass Slipper: PEER's Guide to Ending Sex Bias in Your Schools. Project on Equal Education Rights (The NOW Legal Defense and Education Fund), 1029 Vermont Avenue, N.W., Suite 800, Washington, D.C. 20005, 1977.

This easy-to-use guide is designed to help people monitor local school district implementation of Title IX.

Eliminating Sex Discrimination in Schools: A Source Book. Research and Information Center, North Carolina State Department of Public Instruction, Raleigh, N.C. 27602, 1975. (ED 109 810)

A source book designed to help educators eliminate sex bias by identifying discriminatory practices and replacing them with practices guaranteeing equal opportunity. The book is divided into the following sections: sex discrimination in various components of the school, school board members and educational employees, and resources for eliminating sex discrimination in the schools.

Self-Study Guide to Sexism in Schools. Pennsylvania Department of Education, Box 911, Harrisburg, Pa. 17126, 1974.

A self-study guide for schools seeking to provide equal opportunity for all students in education. Includes a brief rationale and checklist that will help schools to evaluate sexism within many areas of operation; for example, in the curriculum, in readers, in libraries, and in staffing.

Sexism in Education. Emma Willard Task Force on Education, University Station Box No. 14229, Minneapolis, Minn. 55414, 1972.

A group of miscellaneous resources for non-sexist education. Includes several essays that highlight examples of sex-role stereotyping and present some implications for education. Also included are suggestions for evaluating materials, ways of dealing with sexist language, and curriculum ideas and strategies for increasing student awareness of sex bias.

In-Service Materials

Johnson, Laurie Olsen, ed. Non-Sexist Curricular Materials for Elementary Schools. The Clearinghouse on Women's Studies, The Feminist Press, Box 334, Old Westbury, N.Y. 11568.

A packet of materials designed for elementary school teachers who are beginning to deal with sexism. Some are intended for teachers' use in identifying sex-role stereotyping, others are for student use in the classroom. Many items could be used during in-service training.

McCune, Shirley and Martha Matthews. Implementing Title IX: A Sample Workshop. Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, 1201 16th Street, N.W., Washington, D.C. 20036, 1976.

This publication provides a sample one-day workshop design and materials that may be used by local education agencies in designing and conducting workshops to assist education personnel in complying with Title IX.

Verheyden-Hillard, Mary Ellen. A Handbook for Workshops on Sex Equality in Education: Information, Activities, Resourses for Educators, Students, Community. Sex Equality in Guidance Opportunities Project, American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009, 1976.

This booklet provides a rationale and outlines the practical considerations for conducting workshops on sex equality. The information presented here was collected from a project, funded by the U.S. Office of Education, which held over 320 workshops to provide technical assistance to educators while helping them eliminate sex-role stereotyping.

Film Resources

The Fable of He and She. (color 16mm 11 minutes) Learning Corporation of America, 1350 Avenue of the Americas, New York, N.Y. 10019.

This animated fable gently challenges stereotypes and sexist thinking and applauds the joys of individual self-expression. A film for adults and children at all levels of awareness.

Films about Women and Men. New Day Films, P.O. Box 315, Franklin Lakes, N.J. 07417.

A catalog listing films that portray women and men facing the realities of various ages and stages of life. The films are made and distributed by the members of a women's cooperative.

Girls at 12. (color 16mm 30 minutes) Education Development Center, 55 Chapel Street, Newton, Mass. 02160.

Although it is a rather subtle film, it can be used with student and adult audiences to show the conditioning of girls and young women as they approach womanhood.

Images of Males and Females in Elementary School Textbooks. (audio slide presentation) Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, 1201 16th Street, N.W., Washington, D.C. 20036, 1974.

This 48-minute audio slide presentation was prepared by Lenore Weitzman and Diane Russo and is based on their research of the most popular

science, mathematics, reading, spelling, and social studies texts. Excellent review of their findings, particularly regarding the portrayal of children in these texts. Includes popular music that makes the presentation interesting to students and educators.

The Labels and Reinforcements of Sex-Role Stereotyping. (color two-part filmstrip, 18 minutes) The National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036.

A filmstrip interesting to audiences of secondary school students, educators, and parents. The filmstrip deals with what stereotyping is, how it is perpetuated, how it limits children, and what we can do to stop it. Recommended for people newly involved in stereotyping.

Men's Lives. (color 16mm 43 minutes) New Day Films, P.O. Box 315, Franklin Lakes, N.J. 07417.

This film, one of the most popular ones according to school districts testing the program materials, explores how sex-role socialization affects boys and men in American society. For all audiences: students, teachers, administrators, and parents.

The Sooner the Better and The Time Has Come. (color 16mm 27 minutes and 22 minutes) Third Eye Films, 12 Arrow Street, Cambridge, Mass. 02138.

These two films are designed to help parents and teachers of young children understand non-sexist education at the pre-school level.

General Readings on Sex Fair Education

Frazier, Nancy and Myra Sadker. Sexism in School and Society. Harper and Row, 10 East 53rd Street, New York, N.Y. 10022, 1973.

A book aimed at the teacher, who the authors feel is responsible for educational change. A discussion of sex-role stereotyping in education and society, and implications for educational change.

Gersoni-Stavn, Diane. Sexism and Youth. New York, N.Y., R. R. Bowker Company, P.O. Box 1807, Ann Arbor, Mich. 48106, 1974.

An anthology providing in one convenient source many reminiscences and relfections, community studies, government reports and resources lists related to sexism. The materials focus on sex-role stereotyping in socialization, education and the schools, children's literature, films, toys and games. The effect of sexism on both males and females is considered.

Gutentag, Marcia and Helen Bray et al. Undoing Sex Stereotypes: Research and Resources for Educators. McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, N.Y. 10036, 1976.

A report on a project that measured children's attitudes about sex roles and attempted to change them toward non-stereotyped perspectives. The project, funded by the Ford Foundation, was the first major field survey and intervention program for changing sex-role stereotyping in children.

Stacey, Judith, Susan Bereaud and Joan Daniels, eds. And Jill Came Tumbling After. Dell Publishing Company, Inc., 1 Dag Hammarskjold Plaza, 245 East 47th Street, New York, N.Y. 10017, 1974.

A collection of articles illustrating the effects of sex-role stereotyping at all levels of the educational process. Several articles also suggest how schools can be reformed to allow both girls and boys to pursue their individual interests.

Training the Woman to Know Her Place: The Social Antecedents of Women in the World of Work. Division of Pupil Personnel Services, Bureau of Instructional Support Services, Pennsylvania Department of Education, Box 911, Harrisburg, Pa. 17126, 1973.

A discussion of the current employment status of women and the effects of discrimination and social expectations of women's aspirations. Some general suggestions for the role of the guidance counselor in preparing girls for the future.

Organizations, Projects and Centers for Further Information

Committee to Study Sex Discrimination in the Kalamazoo Public Schools. Jo Jacobs, 732 Garland Avenue, Kalamazoo, Mich. 49008.

Created in 1971 by the Board of Education, the Committee to Study Sex Discrimination (CSSD), in cooperation with the staff of the Kalamazoo Public Schools, has been concerned with the development of programs and activities to eliminate sex-role stereotyping and sex discrimination in the educational program. A wealth of material has been produced as a result of their efforts, notably Recommendations for Eliminating Sex and Racial Discrimination in the Instruction Program, K-12, an Affirmative Action Program; Recommendations for Eliminating Sex Discrimination in the Reading Program. Materials that could serve as extremely useful guides to other school districts include various task force reports.

Emma Willard Task Force on Education. P.O. Box 14229, Minneapolis, Minn. 55414.

As a result of its work in local schools, this independent group of Twin Cities women has completed a book of materials relating to sexism in education. It includes articles examining the problem, bibliographies, proposals for changes, classroom and group materials.

National Education Association. NEA Customer Service, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

The NEA has developed print and audiovisual materials "to help your school stop the stereotypic sorting of children by sex." The NEA Edu-Pak on Sex-Role Stereotyping contains 18 components, which can also be ordered individually.

Project on Equal Education Rights (PEER), 1029 Vermont Avenue, N.W., Suite 800, Washington, D.C. 20005.

A project of the NOW Legal Defense and Education Fund, PEER will monitor and publicize enforcement efforts under federal law barring sex discrimination in education.

Project on the Status and Education of Women. Bernice Sandler, Director. Association of American Colleges, 1818 R Street, N.W., Washington, D.C. 20009.

The organization provides a clearinghouse of information concerning women in education and works with institutions, government agencies and other associations and programs affecting women in higher education.

Resource Center on Sex Roles in Education. Shirley McCune, Director. The National Foundation for the Improvement of Education, 1201 16th Street, N.W., Washington, D.C. 20036.

The Center researches, compiles and disseminates information designed to assist school systems and state departments of education in combating sexism.

Women's Action Alliance. Barbara Sprung, 370 Lexington Avenue, New York, N.Y. 10017.

As a result of their project on early childhood education, the WAA is able to offer non-sexist materials for young children, as well as information on developing a non-sexist child care center curriculum.

Women's Program Staff, U.S. Office of Education, Department of Health, Education, and Welfare, Room 2145, FOB 6, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

Write for copies of their Annual Reports, beginning with September 1976. The descriptions of the funded projects under the Women's Educational Equity Act of 1974, along with the names and addresses of grantees and project directors, provide a good resource of up-to-date research information in the area of sex fair educational programs.

Women on Words and Images. WOW, Dept. H, P.O. Box 2163, Princeton, N.J. 08540.

Known for Dick and Jane as Victims, their definitive study of 134 school readers, Women on Words and Images now have new pamphlets and slide shows that explore the sexist content of foreign language textbooks, career education materials and prime time TV.